



AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

March 14, 2003

**Utah State Board of Regents
Office of the Commissioner
of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284**

AGENDA
STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS' OFFICES, THE GATEWAY
60 SOUTH 400 WEST, SALT LAKE CITY, UTAH
BOARD ROOM
March 14, 2003

9:00 a.m. - MEETINGS OF BOARD COMMITTEES
10:30 a.m.

Academic, Applied Technology, and Student Success Committee
Fourth Floor Conference Room

ACTION:

1. University of Utah – Major and Minor in International Studies Tab A
2. Weber State University/Utah Valley State College – Bachelor of Applied Technology (BAT) Degree Tab B

INFORMATION:

3. University of Utah and Utah State University – Report on Third Annual Undergraduate Research Poster Session; National Conference on Undergraduate Research Tab C
4. Information Calendar Tab D
 - A. Program Eliminations
 - i. Weber State University – Elimination of the Center for Aerospace Technology
 - ii. Dixie State College – Elimination of the Aero Technology/Air Flight Program
 - B. Name Changes
 - i. Weber State University – Lifestyle Management Major to Human Performance Management Major
 - ii. Utah Valley State College – LEC English/English as a Second Language Department to Department of Basic Composition/English as a Second Language
 - iii. Utah Valley State College – LEC Math Department to Department of Developmental Mathematics

DISCUSSION:

5. Revised Policy R312, *Institutional Categories, Accompanying Criteria, and Institutional Missions and Roles* Tab E
6. Relationship of Policy R401, *Approval of New Program, Program Additions or Program Changes*; Exceptions to the Moratorium on New Programs; and Guiding Principles for Program Discontinuation and Personnel Reductions Tab F
7. Proposed Revisions to Policy R513, *Tuition Waivers and Reductions* (See Tab I)

Finance, Facilities and Accountability Committee
Board Room

ACTION:

1. USHE – Proposed 2003-2004 Fee Increases Tab G
2. USHE – Capital Improvements Priorities for 2003-2004 Tab H

- 3. USHE – Proposed Revisions to Policy R513, *Tuition Waivers and Reductions* Tab I
- 4. UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds, Series 2003Y Tab J
- 5. Utah State University – Lease of Property to Logan City Tab K
- 6. Snow College – Non-state Funded Capital Project: Activity Center Expansion Tab L
- 7. Dixie State College – Campus Master Plan Tab M

INFORMATION:

- 8. USHE – Audit Review Subcommittee Report Tab N
- 9. UHEAA – Board of Directors Report Tab O
- 10. USHE – Update from Health Benefits Work Group Tab P

CONSENT:

- 11. Consent Calendar Tab Q
 - 1. OCHE – Monthly Investment Report
 - 2. UofU and USU – Capital Facilities Delegation Reports

10:30 a.m. -
2:30 p.m.

COMMITTEE OF THE WHOLE AND
REGULAR BUSINESS MEETING OF THE BOARD
(Including working lunch)
Board Room

- 1. Review of 2003 Legislative Session Tab R
 - A. Budget
 - B. Capital Facilities
 - C. Legislation
- 2. Final Action on 2003-2004 Tuition Tab S
- 3. State Board of Education Report on Competency-based Education Tab T
- 4. Noel-Levitz Report Tab U
- 5. Report of the Chair
- 6. Report of the Commissioner
- 7. Reports of Board Committees
 - Academic, Applied Technology & Student Success (Tabs A - F, I)
 - Finance, Facilities, and Accountability (Tabs G - Q)
- 8. General Consent Calendar Tab V

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Projected times for the various meetings are estimates only. The Board Chair retains the right to take action on any item at any time. 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, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

MEMORANDUM

March 5, 2003

TO: Utah State Boards of Regents

FROM: Cecelia H. Foxley

SUBJECT: University of Utah's Request to Offer a Bachelor of Arts and Bachelor of Science Major and Minor in International Studies – Action item

Issue

Officials at the University of Utah (U of U) request the establishment of a Bachelor of Arts and Bachelor of Science Major and Minor in International Studies at the University of Utah, starting upon approval. Though the program moratorium is in effect, this proposal was found by the Regents' Program Review Committee to meet two categories of exceptions, cost efficiencies and significant student expectation for the proposed program.

Background

There has been a long-standing interest in strengthening the University's commitment to international studies given the widespread enthusiasm among both the students and the faculty. To address this interest, faculty proposed this program which has as its goal to provide students with a coherent set of interdisciplinary courses that will give them a broad competence in international issues combined with a deep knowledge of a specific discipline. University officials believe that the program meets the exceptions, specifically Categories I and III, to the program moratorium.

In response to Category I -- demonstrate cost savings and efficiencies -- the proposed program is intended to create efficiencies for students by offering them a second major or minor while not increasing their costs nor time to graduation, and at the same time increasing their marketability. The proposed program utilizes elective courses, and students would be advised to take these electives for their International Studies Major while they are pursuing their initial major. The University of Utah already offers each course needed for the International Studies Major and Minor. No new faculty would be required. In addition, the College of Humanities already has the staff to oversee the program.

In response to Category III -- demonstrate clear, sustained, and significant student expectation for the program -- the Deans in Business, Humanities, and Social and Behavioral Sciences report considerable interest in the proposed program from approximately 150 to 200 students. In the College of Business there is long-standing interest among undergraduates in how they might connect their commitment to business with their interest in International Studies. In the College of Humanities there is widespread interest among students of foreign languages who wish to connect their respective language majors with an International Studies Major. While a formal survey was not conducted, the International Studies Board, in existence for

over three years, has been addressing student interest by assisting students to choose courses in international issues that fit with their majors. The Board, working with the Colleges of Humanities, Business, and Social and Behavioral Science, adopted the strategy of utilizing existing courses, existing advising networks, and existing patterns of student interests. After much consultation, the Board developed the International Studies Degree Program. The proposed program is a reconfiguration of existing offerings found in many colleges. It involves no new faculty or staff. It is a Major designed to be used in conjunction with existing majors.

In addition, the University of Utah recognized the value of offering the International Studies Degree Program during this particular time in the history of the United States. With the U.S. facing war with Iraq and the challenges posed in the Middle East and on the Korean Peninsula, the University wants to prepare students to understand more profoundly how different cultures and attitudes impact their world and potentially change how they live. Such knowledge prepares USHE students to understand the issues and make informed choices as they practice their citizenship and their chosen fields of interest.

The pattern in the nation's universities is also the pattern at the University of Utah, and that is for students to elect to complete more than one major in order to better prepare themselves for future career choices. The proposed International Studies Major, by relying on existing courses within majors and the strategic use of electives, allows students to make effective use of existing patterns of course selection and end up with two degrees instead of one degree without facing a delay in their graduation, and without exceeding the normal graduation hours and other requirements. In addition, there is an International Studies Program at Salt Lake Community College and an expectation that students would transfer to the U of U with an Associate's Degree and move into the baccalaureate International Studies Degree Program.

The International Studies Major would allow students to make the most of the courses they are now taking by translating elective interest into a coherent degree program that supplements and enriches their traditional majors.

Policy Issues

No issues were raised by other USHE institutions. The Program Review Committee (PRC) evaluated the University of Utah's request to move this program forward during the program moratorium. The PRC determined that the International Studies Major met the criteria to justify its presence as an action item on the Regents' January agenda.

Options

After the Regents have reviewed the proposal from the University of Utah to offer the Bachelor of Arts and Bachelor of Science Major and Minor in International Studies, they may raise questions, request additional information, deny the proposal, or approve the request.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the request from the University of Utah to offer a Bachelor of Arts and Bachelor of Science Major and Minor in International Studies, raise questions, and, if satisfied that the proposed program meets the criteria for exception during the program moratorium, approve the request at the March Board meeting.

Cecelia H. Foxley, Commissioner

CHF/DDW/PCS
Attachment

ACADEMIC AND APPLIED TECHNOLOGY EDUCATION COMMITTEE

Action Item

Request to Offer Bachelor of Arts and Bachelor of Science Major and Minor in International Studies

University of Utah

Prepared for
Cecelia H. Foxley
by
Deanna D. Winn
and
Phyllis C. Safman

March 5, 2003

SECTION I

The Request

This proposal requests the establishment of a Bachelor and Arts and Bachelor of Science Major and Minor in International Studies at the University of Utah, starting upon approval.

Section II

Complete Program Description. The International Studies Major/Minor is an interdisciplinary degree designed to prepare students broadly for the increasingly global context in which Americans live and work. Courses give students descriptive, analytical, and methodological tools to help understand the world and the United States in a global context. These courses would give students a basis for understanding global issues and their national and international impact. The proposed program would ground students in several specific disciplines (such as political science, economics, history, communication, and French) and permit them to explore the international scope of these disciplines. At the upper division, students would choose from a regionally focused "Area Studies" track or a comparatively focused "Global Studies" track. Students may opt for a B.A. or a B.S. Degree in the Major and Minor.

Purpose of Degree. The purpose of the proposed program is to assist students to incorporate the advantages of global interaction in their career pursuits. From the perspective of politics, business, language, culture, film, and food, this awareness is clearly a part of everyday life in 21st-century United States. Secondly, the proposed program would take advantage of the resources (documented below) the University of Utah has in the area of faculty research and expertise in the international arena. Finally, the proposed program is student-centered and responds to the high level of interest and expertise among students in languages and international studies.

Admission Requirements. The International Studies Major/Minor has no prerequisites. Within the proposed Major and the Minor certain courses have prerequisites. Some form of an international experience or internship is required for completion of the proposed Major and the Minor.

Student Advisement. Advisement would take place at three levels: (1) a staff person in the College of Humanities would be charged to verify compliance with degree requirements and to answer basic questions of the Major and Minor; (2) faculty advisors would be assigned from the College of Business and Social and Behavioral Sciences; and (3) a director, to be appointed from the College of Humanities, would also advise students and faculty on the program.

Governance. The proposed program would be housed in the College of Humanities, which would also provide a director and advisement staff. The International Studies Board would serve as the faculty advisory or executive committee to the director. Changes to the Major and Minor would go through the International Studies Board and then to College Curriculum Committees. Change would require unanimous concurrence of the three colleges: Humanities, Social and Behavioral Sciences, and Business.

Program Requirements for the Major. The International Studies (IS) Major requires thirty- three semester hours and has four basic components:

- Third year of a foreign language (or equivalent)
- 5 required core courses
- 4 required upper-division courses, chosen from two possible tracks
- International experience

1. *Third year of foreign language study* (6 hrs beyond B.A. requirement). Students opting for the B. S. Degree in International Studies (available in both Area Studies and Global Studies) are exempted from the third-year requirement and will have to meet the additional Quantitative Intensive requirements and complete six hours of additional upper-division IS courses from the core elective list.. Some students will have satisfied this requirement without university course work, in which case the six hours must be earned in additional upper-division IS courses from the core or the elective lists. The regular two years of foreign language study required for the B.A. does not count toward the Major.

2. *Completion of five core classes* (15 hours). Students are required to take five international courses from five different disciplines. All International Studies courses should meet the following general criteria: courses give students descriptive, analytical, and methodological tools to help them understand the facets of a global context. These courses should give students a basis for understanding global issues and their national and international impact. The disciplines contributing to the program would each present: (1) the particular perspective of that area on International Studies, and (2) content that would prepare the student to choose the focus of his/her upper-division work and make decisions about the courses to be taken. Thus, the student would receive both a sense of how each area goes about studying International Studies and would acquire a familiarity with a body of information concerning specific topics in International Studies. Upper-division courses will meet these same criteria as they also specialize more deeply along disciplinary lines.

Three are required of all majors:

- Introduction to International Relations, Political Science 2100 (BF)
- World History (Since 1500), History 1050 (HF)
- International Business, Business 2000

Two additional courses are required from the following lists, one from each:

Humanities

- International Communication, Communication 5620
- Global Literature and Culture, English 2060 (HF)
- World Literature and Civilization, Comparative Literature 3670
- Language and Culture, Linguistics 3470 (HI)
- Philosophical Issues in World Culture, Philosophy X

Social and Behavioral Sciences

- Culture and the Human Experience, Anthropology 1101 (BF)
- International Economics, Economics 3500 (QI)
- International Consumer Policy, Family and Consumer Studies 3470 (BI)
- World Regional Geography, Geography 1600 (BF)
- Global Social Structure and Change, Sociology 3436

3. *Completion of one of the following tracks at the upper-division level (12 hours).* At least three of the four courses must be in one track. Choose Global Studies or *one* region in Area Studies.

International experience. Engagement with another culture for the equivalent of at least one semester is required for the Major. This engagement is flexible and could take many forms, including traditional study abroad, an internship or corporate employment abroad, or a local internship with a significant component of international immersion, a service learning project, an international religious mission, military service, or Peace Corps participation. Less formal institutional experience abroad could be considered through special petition to the International Studies Board. Local encounters with another culture may also be considered if the experience is equivalent to one semester abroad and approved by the Program Director.

No credit will be issued for this international experience. Completion of this requirement would be certified by the program director upon completion of the following: (1) a written description of the experience; (2) completion of one area studies course (as one of their electives) from the region of the student's international experience; (3) approval by the instructor in the area studies course (2 above) and the Program Director of a written paper relating the experience to the academic framework of the course.

Area Studies: The track allows students to focus their electives on one region. Thematically, this focus could be wide-ranging, including politics, history, economics, geography, language, literature, culture, or a combination of different disciplinary approaches. The foreign language the B.A. student chooses must have a logical connection to their area study of choice. The University of Utah offers courses in British Studies, Middle East Studies, Asian Studies, Latin American Studies, European Studies, and others. Upon consultation and approval, students may create their own regional focus, such as German Studies, Mediterranean Studies, East European Studies, or African Studies. Four courses may be chosen from those listed in Appendix A.

Global Studies: The global studies track allows students to focus their electives on a broad vision of international issues and themes and their impact over several regions. By definition, the global track is comparative. Courses will always look at local, national, regional, and international issues from the broadest comparative perspective. In this track students may choose preset themes (such as development, the environment, health) or they may choose broadly from the list of electives. Four courses can be chosen from those listed in Appendix A.

Senior project. The International Studies Major does not require, but does encourage, students to complete the last three hours at the upper-division (of the 12 required upper-division hours) as a senior seminar or senior project, where an appropriate course is available from the list. Upon petition, the program director may approve courses not on the designated list that may appropriately fulfill this requirement. The senior seminar/project would allow the student to reflect on and synthesize the interdisciplinary course work of the Major. The senior seminar/project is subject to approval by the program director.

Program Requirements for the Minor. The International Studies Minor requires at least 18 hours from the approved list of courses (see above), including:

1. Two years of foreign language study (BA only)
2. Completion of two of the three required core courses. Choose from:
 Introduction to International Relations, Political Science 2100 (BF)
 World History (Since 1500), History 1050 (HF)
 International Business, Business 2000
3. Any four additional classes from the International Studies core or track lists.

Projected enrollments. Enrollment would be impossible to predict with any accuracy. Brigham Young University's (BYU) International Studies Major enrolls approximately 700 students. The University of Washington's International Studies Major enrolls approximately 500 students. Some numbers at the University of Utah might help gauge future demand, such as limiting the inquiry only to 3000 level language classes or to available faculty as of Spring semester 2002. Of the currently enrolled 7,414 B.A. students, 1,255 were enrolled or have been enrolled in a 3000-level foreign language course. Of the 22,079 B.S. students, 1,250 have taken or are taking a 3000-level foreign language course. In contrast to these large numbers of potential students, there are only 34 majors and 24 minors in Middle East Studies; 17 majors and one minor in Asian Studies; Expected are approximately 10 students in the new Latin American Studies Minor. Up to 30 majors and minors in the proposed degree program are projected by the end of the first year; projected are equivalent additions in each of the first five years. Expected are approximately 150 majors or minors at the end of the first five years of the proposed program.

Faculty/Staff/Library Resources. Since all classes offered in the proposed Major and Minor are drawn from currently available classes, no new faculty, staff, or library resources are necessary for the proposed program. The richness of resources should be clear from Appendices A and C which list courses and faculty in International Studies and from the letters from the various deans showing their enthusiasm. In addition, Marriott Library documented its ability to serve an International Studies Major and Minor.

Section III

Need

Program necessity. An International Studies Major is long overdue at the University of Utah. The impressive list of international studies courses that are currently offer, listed above, demonstrates that there is sufficient expertise for the proposed program. The courses on their own, of course, cannot advise students or guide them to a coherent understanding of the international context of their discipline or of the United States in a global context or of other regions of the world in a global context. Such guidance seems more pressing than ever in today's world. A recent survey conducted by the American Council on Education (2001) concludes that Americans have "a growing public interest in international issues and events, along with the recognition that international knowledge and skills are increasingly important to both daily life and our nation's success in the global economy" (3).^{*} Simultaneously, the same survey finds that Americans believe that "colleges and universities should provide international education opportunities for all students" (3).^{*} The same report finds that American universities have generally "been slow to respond to the effects of globalization and incorporate languages and international education as a critical part of their expectations for undergraduate learning" (3).^{*} The University of Utah is no exception to this trend. The program proposal is one piece of an ongoing effort to reverse the trend and put the University of Utah at the

forefront of international programming and opportunities in the academic arena. (*Public Experience, Attitudes, and Knowledge: A Report on Two National Surveys about International Education*. Fred M. Hayward and Laura M. Slaya. American Council on Education. 2001.)

Other recent efforts in international studies range across the campus and include the College of Business' recent Business and International Education grant application, the Latin American Studies group's on-going National Endowment for the Humanities grant, the Office of Undergraduate Studies' International Semester grant, and the Graduate School of Social Work's proactive approach at internationalizing education by hiring an International Education Director. These campus-wide initiatives show the interest, expertise, and awareness that faculty have of the importance of international education. The International Studies Major/Minor will provide students with a logical map to make sense of the many different options in international topics now available on our campus.

Labor Market Demand. An International Studies Major/Minor would put students in a competitive job position in the increasingly global market that has come to dominate even the Rocky Mountain states. The required International Business course makes this a practical major that recognizes market forces. The variety of options in the proposed Major will allow students to prepare for the international, national, and local marketplace as well as for graduate work in Business, Economics, History, Law, Political Science, Languages and other more specialized fields.

Student Demand: Student demand is difficult to assess accurately, but numbers of students with third-year language proficiency indicate a high possible demand for the proposed program. The Bachelor of University Studies regularly receives inquiries about an International Studies Major and has had several of these in recent years.

Similar Programs: BYU offers an International Studies Major/Minor. None of the state universities in Utah offers a Major. Salt Lake Community College offers an Associate Degree in International Studies.

Section IV

Program and Student Assessment:

Program goals. The goal of the proposed program is to provide students with a coherent set of interdisciplinary courses that will give them a broad competence in international issues combined with a deep knowledge of a specific discipline. This goal will add a significant new dimension to the undergraduate degree at the University of Utah. Successful (B.A.) graduates would have a high level of language competency; successful (B.S.) graduates would have an in-depth knowledge of global systems; all students would obtain broad exposure to the way different disciplines affect and interact with the international community and a global perspective on U.S. and world issues. No degree at the University of Utah currently provides this level of international breadth, depth, and language expertise.

Program Assessment. Faculty would measure the achievement of the above goals in several ways. First, the viability of the student's program would be measured in the required meeting with a program advisor. Second, the required third-year language ability (for B.A. students) would be measured by a new language assessment test being developed for assessment of the university-wide foreign

language requirement. Third, all students would be required to write a paper on their international experience and a second paper on how their academic experience made them rethink the international experience. These two papers should be a good indicator of value added. Finally, breadth and depth requirements would be measured by success in upper-division courses in the various departments. A broader program assessment would take place in the fifth year when directors, faculty, and the International Studies Board would conduct a self-study including numbers of majors and minors, average grade point in program, record of successful acceptance to graduate programs in the field, and record of job placement.

Standards of Performance. At a minimum B.A. students would be expected to speak a second language functionally (roughly the equivalent of three years of college language instruction); all students would have mastered a broad vision of International Studies – success in the three introductory core courses would be the measure of this broad competence; students would have achieved a depth of knowledge about a particular disciplinary approach to International Studies – success in the upper-division courses in several different departments would be the measure of this disciplinary competence.

Student assessment. The structure of the International Studies Major and Minor and the commitment of the International Studies faculty provide a strong base for formative assessment. The initial program has been structured to provide an enriched learning experience for the students and should lend itself to an exceptional learning experience for the students. In addition, the performance of each student completing the major or minor would be monitored, particularly the exams and writing efforts, allowing an assessment of the educational success of the program as structured. The course evaluation instrument would be utilized and specific questions adopted to obtain the students' own evaluation of the learning process. The summative assessment would use this information, along with the full record of the students' academic performance and achievements, such as academic essay awards, scholarships, acceptance into graduate programs, and job placement to assess the results of the proposed program. The ability of students to connect their academic work to their own internationally connected careers would be the final measure of their competency in International Studies.

Continued quality improvement. The faculty in International Studies would meet with the academic advisors/faculty and, to the extent possible, students, at the end of each Spring semester to assess the programmatic success in that year. Adjustments to the program would be undertaken at that point to ensure that the program lives up to its possibilities. In addition, at the end of the first five years, an overall program assessment would be carried out in conjunction with the College of Humanities, College of Social and Behavioral Sciences, and the International Studies Board.

Section V

Budget

No new budget is necessary for this degree program. The entire Major/Minor is drawn from existing faculty, staff, and courses. The College of Humanities has promised to reallocate existing resources to provide staff advisement and a program director. The staff advisement would be administered by the Assistant Dean. His expertise and enthusiasm would ensure high quality advisement for new students. He can accommodate the projected 30 students per year without any changes in his current responsibilities. The director would be selected from a department in the College of Humanities and would

be given a one course release and a tenth month administrative stipend (shared among the Colleges of Humanities and Social and Behavioral Sciences and the School of Business) for advising students and overseeing the proposed program. The course release would result in redistributing one course to an adjunct professor. It will be paid for out of currently available funds from the College of Humanities and is expected to cost no more than \$4,000.

Appendix A: Courses

New Courses to be added in the next five years: None

All Program Courses

Core classes. (15 hours)

Three are required of all majors:

- Introduction to International Relations, Political Science 2100 (BF)
- World History (Since 1500), History 1050 (HF)
- International Business, Business 2000

Two additional courses are required, one each, from the following list:

Humanities

- International Communication, Communication 5620
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Social and Behavioral Sciences

- Culture and the Human Experience, Anthropology 1101 (BF)
- International Economics, Economics 3500 (QI)
- International Consumer Policy, Family and Consumer Studies 3470 (BI)
- World Regional Geography, Geography 1600 (BF)
- Global Social Structure and Change, Sociology 3436

Area Studies or Global Studies: (12 hours)

Area Studies Courses: choose one region

The area studies track allows students to focus their electives on one region. Thematically, this focus could be wide-ranging, including politics, history, economics, geography, language, literature, culture, etc., – or a combination of different disciplinary approaches. The University of Utah offers courses in British studies, Middle East studies, Asian studies, Latin American studies, and European studies. Upon consultation and approval students may create their own regional focus, e.g., German studies, Mediterranean studies, African Studies, East European studies, etc. Choose four courses from the lists below.

British Studies Courses:

ENGL 3720	Studies in British Literature (HI)
ENGL 5700	Chaucer
ENGL 5711	Shakespeare
ENGL 5721	Milton
ENGL 5740	Studies in British Romanticism
ENGL 5760	Studies in Victorian Literature

ENGL 5770	Studies in Twentieth-Century British Literature
HIST 3030	Roman Britain
HIST 3040	Medieval England
HIST 3130	Tudor-Stuart Britain
HIST 3140	Modern Britain
HIST 3560	Modern India
HIST 4093	The Body and State in Modern Britain
HIST 4150	Modern London, 1800-2000
Middle East Studies:	
ANTHR 3131/MID E 3713	People and Culture of the Middle East
ANTHR 3132/MID E 3723	Traditional Jewish Communities
ANTHR 3133/MID E 3733	Anthropology of Judaism
ART H 3170	East Mediterranean Cultures
ART H 4170	Islamic Art and Architecture
CL CV 3630	Literature of the Middle East
ECON 5400	Middle East Economic History
GEOG 3650	Geography of the Middle East
HIST 3005	Ancient Empires
HIST 3006	The Archaeology, History and Culture of Ancient Persia
HIST 3390/MID E 3539	Ancient Near East
HIST 3395	The Ottoman Empire
HIST 3400/MID E 3540	The Middle East: Modern 1798-1914
HIST 3410/MID E 3541	The Middle East: Early 20 th Century
HIST 3420/MID E 3542	The Middle East: Contemporary, 1945-Present
HIST 4420/MID E 4542	The Crusades (HI)
HIST 4430/MID E 4543	The Middle East: Nation-States
HIST 4490/MID E 4549	Major Issues in Middle Eastern History
HIST 4500/MID E 4550	The Urban Social History of the Arab Middle East: ca. 1750-1939
ARAB 3010	Third-Year Arabic: First Semester
ARAB 3020	Third-Year Arabic: Second Semester
ARAB 3200/MID E 3120	Introduction to Arabic Literature in Translation
ARAB 4010/MID E 4101	Colloquial Arabic I
ARAB 4020/MID E 4102	Colloquial Arabic II
ARAB 4040/MID E 4104	Advanced Arabic Language Skills
ARAB 4050/MID E 4105	Advanced Arabic Language Skills
ARAB 4080/MID E 4108/	Islamic Law
POL S 5080	
ARAB 4090/MID E 4109/	Political Thought in Islam
POL S 5090	
ARAB 4160/MID E 4116	Selected Authors and Genres in Arabic Literature
ARAB 4170/MID E 4117	The Figure Muhammad in Islamic Tradition
ARAB 4180/MID E 4118	Selected Authors and Genres in Islamic Intellectual and Religious Tradition
ARAB 4205/LING 5205/	Language & Gender

MID E 4120/ WM ST 5290	
ARAB 4206/MID E 4121	Women and Language in Arab Society
ARAB 4207/MID E 4007/PERS 4207	Women's Voices: Egypt and Iran
ARAB 4270/LING 5270/MID E 4125	Linguistic Structure of Arabic
ARAB 4271/LING 5271/MID E 4126	Topics in Arabic Linguistics
ARAB 4272/MID E 4127	Linguistic Variations in Arabic
ARAB 4300/MID E 4130	Introduction to the Qur'an and Qur'anic Studies
ARAB 4430/MID E 4143	Arabic Paleography
ARAB 4500/MID E 4150	Islamic Theology and Philosophy
ARAB 4520/MID E 4152	Islamic Mysticism
ARAB 4580/MID E 4158	Major Trends in Modern Islam
ARAB 4700/MID E 4170	History of the Sciences in the Islamic World
ARAB 4710/MID E 4171	Survey of Early and Medieval Islamic Literature
ARAB 4720/MID E 4172	Survey of Modern Arabic Literature
ARAB 4880	Special Topics
ARAB 4910	Directed Readings
ARAB 4999	Honors Thesis/Project (CW)
HEBR3010	Third-Year Israeli Hebrew: First Semester
HEBR 3020	Third-Year Israeli Hebrew: Second Semester
HEBR 4300/MID E 4230	Contemporary Culture of the Jewish/Israeli World
HEBR 4310/MID E 4231	Jewish and Israeli Film (HI)
HEBR 4400/MID E 4240	Topics in Literature and Culture
HEBR 4410/MID E 4241	Narrative, Dramatic, and Lyrical Drama
HEBR 4600/MID E 4260	Biblical Hebrew: Prose
HEBR 4601/MID E 4261	Biblical Hebrew: Poetry
HEBR 4610/MID E 4262	Texts in Post-Biblical Hebrew
HEBR 4880	Special Topics in Hebrew Studies
HEBR 4900	Special Topics in Jewish Studies
HEBR 4999	Honors Thesis/Project (CW)
HIST 3050	History of Medieval Spain
PERS 3010	Third-Year Persian: First Semester
PERS 3020	Third-Year Persian: Second Semester
PERS 3200/MID E 3320	Introduction to Persian Literature
PERS 4010/MID E 4301	Advanced Persian Language Skills
PERS 4020/MID E 4302	Advanced Persian Language Skills
PERS 4140/MID E 4316	Selected Authors and Genres in Persian Literature
PERS 4270/MID E 4327	Classical Persian Literature in Translation (HI)
PERS 4280/MID E 4328	Trends in Modern Persian Literature
PERS 4610/MID E 4361	Survey of Early Islamic, Medieval, and Modern Persian Literature
PERS 4260/MID E 4362	Survey of Early Islamic, Medieval, and Modern Persian Literature
PERS 4880	Special Topics
PERS 4910	Directed Reading (CW)
PERS 4999	Honors Thesis/Project

TURK 3010	Third-Year Turkish: First Semester
TURK 3020	Third-Year Turkish: Second Semester
TURK 3200/MID E 3420	Introduction to Turkish Literature
TURK4200/MID E 4402	Turkish Folklore
TURK 4610/MID E 4461	Survey of Pre-Islamic, Medieval Islamic, and Modern Turkish Literature
TURK 4620/MID E 4462	Survey of Pre-Islamic, Medieval Islamic, and Modern Turkish Literature
TURK 4880	Special Topics
TURK 4910	Directed Reading
TURK 4999	Honors Thesis/Project (CW)
MID E 2257	Response to Exile
MID E 4880	Special Topics
MID E 4999	Honors Thesis/Project (CW)
POL S 3440/MID E 3644	Comparative Politics of the Middle East (BI)
POL S 5470/MID E 5647	International Relations of the Middle East

Asian Studies:

ANTHR 3141	Himalayan Kingdoms
ANTHR 3142	Tibetan Civilizations
ARCH 4200	Japanese Architecture
ARCH 4965	Modern Japanese Architecture
ART H 3000	Arts of Japan (FI or HI)
ART H 3020	Arts of China (FI or HI)
ART H 3030	Buddhist Art (FI or HI)
ART H 4000	Japanese Ink Painting
ART H 4001	Japanese Narrative Traditions
ART H 4002	Arts of Pre-modern Japan
ART H 4020	Chinese Painting
ART H 4021	Chinese Bronze Culture
ART H 4030	Japanese and Chinese Buddhist Sculpture
ART H 4040	The Indian Temple: A Frame of Reference
ART H 4090	Senior Seminar in Japanese Art
ART H 4095	Senior Seminar in Chinese Art
ECON 5430	Asian Economic History and Development
GEOG 3640	Geography of East Asia/Southeast Aced.
HIST 3550	Pre-modern China
HIST 3510	Modern China
HIST 3520	Pre-modern Japan
HIST 3530	Modern Japan
HIST 3540	Vietnam: Culture, Civilization, and History
HIST 3550	India: Culture and Religion
HIST 3560	Modern India
HIST 4200	Topics in World History
HIST 4205	Migration and Diaspora in World History

HIST 4510	Asian Social History
HIST 4520	American Wars/Asian Revolutions
HIST 4530	Women in East Asia
CHIN 3010	Third-Year Mandarin Chinese
CHIN 3020	Third-Year Mandarin Chinese
CHIN 3060	Introduction to Written Chinese
CHIN 3390	Chinese Calligraphy
CHIN 4260	Literature-Middle Period
CHIN 4550	Patterns of Traditional Chinese Culture
CHIN 4560	Problems of a Modernizing China
CHIN 4610	Survey of Chinese Literature
CHIN 4620	Survey of Chinese Literature
CHIN 4710	Classical or Literary Chinese
CHIN 4880	Directed Reading
CHIN 4900	Special Topics
CHIN 4990	Capstone Course
CHIN 4999	Honors Thesis/Project (CW)
CHIN 5280	Syntax Chinese: Structure
CL CV 3100/KOREA 3100	Korean Culture Through Literature
CL CV 3660	Asian Literature
JAPAN 3040	Third-Year Japanese
JAPAN 3060	Third-Year Japanese
JAPAN 3220	Japanese Linguistics: Language and Society
JAPAN 3330	Third-Year Conversational Japanese
JAPAN 3410	Teaching Japanese as a Second Language
JAPAN 3510	Commercial Japanese I
JAPAN 3520	Commercial Japanese II
JAPAN 3710	Intensive Business Japanese: Intermediate
JAPAN 3950	Service-Learning in Japanese
JAPAN 4330	Fourth-Year Conversational Japanese
JAPAN 4520	Intensive Business Japanese: Advanced
JAPAN 4550	Japanese Civilization
JAPAN 4560	Newspaper Japanese
JAPAN 4610	Survey of Japanese Literature: Modern Period
JAPAN 4620	Survey of Japanese Literature: The Heritage of Japanese Literary Tradition
JAPAN 4630	Survey of Japanese: Women's Literature
JAPAN 4660	Contemporary Japanese Literature: The Fiction and Poetry of Japan Today
JAPAN 4670	Contemporary Japanese Literature: The Fiction and Poetry of Japan Today
JAPAN 4680	Modern Japanese Literature on Translation
JAPAN 4710	Classical Japanese
JAPAN 4880	Directed Readings
JAPAN 4990	Special Topics

JAPAN 4999	Honors Thesis/Project (CW)
KOREA 3060	Third-Year Grammar
KOREA 3070	Third-Year Grammar
KOREA 3100	Korean Culture Through Literature
KOREA 4880	Directed Reading
KOREA 4900	Special Topics
KOREA 4999	Honors Thesis/Project (CW)
LING 5280	Structure of Chinese: Syntax
LING 5281	Structure of Chinese: Phonetics
LING 5290	Structure of Japanese: Syntax
POL S 3450	Politics of China
POL S 3460	Government and Politics of Japan
POL S 3510	Politics and Governments of the Pacific Rim Nations
POL S 5480	International Relations of East Asia
POL S 5810	Chinese Politics

Latin American Studies:

ANTHR 3211	Biology of Native Americans
ANTHR 3321	The Classic Maya
ANTHR 3322	Mesoamerican Archaeology
ECON 5460	Latin American Economic History and Development
ENGL 3780	Global/Transnational Literature
ENGL 5860	Studies in Post-Colonial Literature
ETHNC 3700	Masterpieces of Mexican Literature
ETHNC 3770/ENGL 3770	Chicano/a Literature (DV)
ETHNC 3860	La Chicana (DV)
ETHNC 4200	Chicana/o Expression
ETHNC 4330	Chicana/o Culture via Film
ETHNC 4540	Chicana/o History Since 1849 (DV)
ETHNC 4560	Chicano Civil Rights Movement
ETHNC 5860	Special Topics: Chicana/o
GEOG 3670	Geography of Latin America
HIST 3300	History of Mexico
HIST 4290	Colonies and Cultures (HI)
HIST 4300	Topics in Latin American History (HI)
HIST 4310	Gender and Power in Latin America
HONOR 4471	Systems Thinking and Modeling Complexity
PTGSE 3060	Third-Year Grammar
PTGSE 4880	Directed Reading
PTGSE 4999	Honors Thesis/Project (CW)
SPAN 3020	Intermediate Conversation and Reading
SPAN 3040	Intermediate Grammar and Conversation
SPAN 3060	Advanced Grammar and Composition
SPAN 3580	Contemporary Issues
SPAN 3950	Service-Learning in Spanish

SPAN 4510	Business Spanish
SPAN 4560	Culture and Customs of Spanish America
SPAN 4600	U. S. Latino Literature: Narratives of Home & Displacement
SPAN 4720	Hispanic Narrative
SPAN 4730	Hispanic Drama
SPAN 4760	Hispanic Poetry
SPAN 4770	Hispanic Film and Culture
SPAN 4790	Masterpieces of Mexican Literature
SPAN 4880	Directed Reading
SPAN 4900	Special Topics (upon approval of director)
SPAN 4990	Capstone
SPAN 4999	Honors Thesis/Project (CW)
LING 5240	Linguistic Structure of Spanish
LING 5241	Topics in Spanish Linguistics
POL S 3430	Politics of Revolution of Latin America
POL S 3500	Democracy in Latin America
POL S 5490	International Relations of Latin America
POL S 5967	Topics in Comparative Politics

European Studies:

ART H 3150	Medieval Art and Architecture (FI or HI)
ART H 3200	Renaissance Europe (FI or HI)
ART H 3250	Baroque Art in Europe (FI or HI)
ART H 3310	Revolutionary Era (FI or HI)
ART H 3320	Romantic Era (FI or HI)
ART H 3330	Realism and Impressionism (FI or HI)
ART H 4150	Early Medieval Themes
ART H 4160	Topics in Medieval Art
ART H 4210	Italian Renaissance Art: 14 th and 15 th Centuries
ART H 4220	Italian Renaissance Art: 16 th Century
ART H 4230	Northern Renaissance Art: 15 th and 16 th Centuries
ART H 4250	Southern Baroque Art and Architecture
ART H 4260	Northern Baroque Art in the 17 th Century
ART H 4330	Impressionism and Post-Impressionism
ART H 4190	Senior Seminar in Ancient and Medieval Art
ART H 4290	Senior Seminar in Renaissance and Baroque Art
ECON 5410	Survey of European Economic History
ENGL 3720	Studies in British Literature (HI)
ENGL 5700	Studies in Medieval Literature
ENGL 5701	Chaucer
ENGL 5710	Studies in Renaissance Literature
ENGL 5711	Shakespeare
ENGL 5720	Studies in Restoration and 18 th Century Literature
ENGL 5721	Milton

ENGL 5740	Studies in British Romanticism
ENGL 5760	Studies in Victorian Literature
ENGL 5770	Studies in Twentieth-Century British Literature
HIST 3030	Roman Britain
HIST 3040	Medieval England
HIST 3050	History of Medieval Spain
HIST 3080	The Renaissance
HIST 3090	The Reformation
HIST 3110	Age of Absolutism
HIST 3120	Age of Enlightenment
HIST 3130	Tudor-Stuart Britain
HIST 3140	Modern Britain
HIST 3170	Revolutionary France: 1770-1871
HIST 3180	Republican France: 1871-present
HIST 3190	Modern Germany
HIST 3200	Age of Imperialism
HIST 3210	Age of Total War (HI)
HIST 3220	Post-war Europe: 1945-1991
HIST 4030	Age of Attila the Hun
HIST 4040	Christianity in the Ancient World
HIST 4050	Christianity in the Modern World
HIST 4060	Medieval Saints and Holy People in Western Europe
HIST 4070	European Thought
HIST 4080	Nature and Culture
HIST 4100	Law in the British Isles
HIST 4105	Christian Traditions in Practice
HIST 4110	Christianity in Early Modern Europe: 1300-1600
HIST 4130	Early Medieval Society and Culture
HIST 4140	Late Medieval Society and Culture
HIST 4210	Communism and Nationalism in Eastern Europe
HIST 4270	Empire and Exploration, 1400-1750
HIST 4371	European Exploration, Imperialism, and Decolonization, 1750-Present
HIST 4230	Revolutionary Dreams in Soviet Russia, 1917-1934
HIST 4280	Sex and Gender in Early Modern Europe, 1300-1700
FRNCH 3040	Topics in Literature and Culture
FRNCH 3060	Grammar and Reading
FRNCH 3330	Advanced French Phonetics
FRNCH 3950	French Service-Learning
FRNCH 4510	French Business and Contemporary Issues
FRNCH 4550	French Civilization
FRNCH 4560	Contemporary French Culture
FRNCH 4600	Reading Seminar
FRNCH 4610	French Literature of the Middle Ages and Renaissance
FRNCH 4620	French Literature of the 17 th and 18 th Centuries

FRNCH 4630	French Literature of the 19 th Century
FRNCH 4640	French Literature of the 20 th Century
FRNCH 4880	Directed Reading
FRNCH 4900	Special Topics
FRNCH 4990	Capstone Course
FRNCH 4999	Honors Thesis/Project (CW)
GERM 3040	Topics in Literature and Culture
GERM 3060	Grammar and Reading
GERM 3540	German Translation I
GERM 3550	Cultural History
GERM 3900	Special Topics
GERM 3920	The Faustian Quest in Literature (HI)
GERM 3950	Service-Learning in German
GERM 4510	Business and Economics I
GERM 4520	Business and Economics II
GERM 4540	Translation II
GERM 4600	Literature and History of Ideas
GERM 4610	Survey of German Literature
GERM 4620	Survey of German Literature
GERM 4630	Survey of German Literature
GERM 4880	Directed reading
GERM 4900	Special Topics
GERM 4990	Capstone Course (CW)
GERM 4999	Honors Thesis/Project
PTGSE 3060	Third-Year Grammar
PTGSE 4880	Directed Reading
PTGSE 4999	Honors Thesis/Project (CW)
SPAN 3020	Intermediate Conversation and Reading
SPAN 3040	Intermediate Grammar and Conversation
SPAN 3060	Advanced Grammar and Composition
SPAN 3580	Contemporary Issues
SPAN 3950	Service-Learning in Spanish
SPAN 4510	Business Spanish
SPAN 4550	Spanish Culture and Civilization
SPAN 4620	Introduction to Spanish Literature
SPAN 4630	Survey of Spanish Literature
SPAN 4700	Readings in Medieval Spanish
SPAN 4710	Golden Age of Poetry, Prose, and Drama
SPAN 4880	Directed Reading
SPAN 4900	Special Topics
SPAN 4990	Capstone
SPAN 4999	Honors Thesis/Project (CW)
LANG 3620	Theatre and the Performing Arts on Old-Regime France (HI)
LING 5230	Linguistic Structure of German

LING 5231	Topics in German Linguistics
LING 5240	Linguistic Structure of Spanish
LING 5241	Topics in Spanish Linguistics
LING 5250	Linguistic Structure of French
LING 5251	Topics in French Linguistics
LING 5265	Topics in Romance Languages
POL S 3410	European Politics
POL S 3480	East European Politics
POL S 5010	Political Thought of Machivelli
POL S 5420	The European Union
THEAT 5010	Acting and Directing Shakespeare

Additional Area Studies Courses that do not fit an above track:

ANTHR 3121	Cultures of Africa
ANTHR 3151	Peoples of the Pacific
ANTHR 3152	Australia and New Guinea Ethnography

Global Studies Courses:

The global studies track allows students to focus their electives on a broad vision of international issues and themes and their impact over several regions. By definition, the global track is comparative. Courses will always look at local, national, regional, and international issues from the broadest comparative perspective. In this track students may choose preset themes (such as development, the environment, health) or they may choose broadly from the list of electives. Choose four courses from the list below.

ANTHR 3331	Pleistocene Archaeology
ANTHR 4130	The Anthropology of Food
ANTHR 4133	Maternal and Child Health
ANTHR 4135	Symbolic Anthropology
ANTHR 4138	Anthropology of Violence and Non-Violence
ANTHR 4141	Ethnicity and Nationalism
ANTHR 4171	Myth, Magic, and Religion
ANTHR 4181	Family, Power, and Society
ANTHR 4182	Anthropology of Power
ANTHR 4184	Hunter-Gatherer Anthropology
ANTHR 4185	Culture Change
ANTHR 4186	Human Ecology
ANTHR 4187	Economic Anthropology
ANTHR 4192	Culture, Health and Healing
ANTHR 4193	Medical Anthropology
ANTHR 4194	Anthropology of Clinical Health Care
ANTHR 4255	Race and Culture
ANTHR 4334	Population Issues in Anthropology
COMM 5150	Dialogue and Cultural Studies

COMM 5450	Communication and Culture (DV)
ECON 5080	Marxian Economics (CW)
ECON 5510	International Monetary Relations
ECON 5530	Principles of Economic Government
ECON 5540	Capitalism and Socialism
ECON 5550	International Trade and Commercial Policy
ECON 5560	Gender and Economic Development in the Third World
ED PS 3010	Multicultural Issues (DV)
ENGL 3780	Global/Transnational Literature
ENGL 5930	Theories of Race, Ethnicity and Nation
ENGL 5950	Theories of Cultures
FCS 5440	Consumers, Markets, and Governments (OI)
FCS 5600	Physical Environment and Human Behavior
FCS 5610	Gender, Race, Class, and the Physical Environment
GEOG 3270	Biogeography
GEOG 3400	Population Geography
GEOG 3440	Military Geography
HIST 4200	Topics in World History (HI)
HIST 4205	Migration and Diaspora in World History
HIST 4640	America in Global Perspective
HIST 4750	U. S. Foreign Relations: Colonial Era to 1898
HIST 4760	U. S. Foreign Relations: Twentieth Century
HIST 4770	Warfare in the Modern World
HIST 4820	Pacific Histories: Encounter, Colonialism, Transformation
LING 3460	Language in Society (HI)
LING 3600	Intercultural Communication (HI)
POL S 3620	United Nations
POL S 3800	Issues in International Politics (BI)
POL S 5610	International Law
POL S 5630	Foundations of International Organization
POL S 5690	Foundations of International Security
POL S 5710	Foundations of the Politics of International Economic Relations
POL S 5800	Theories of International Relations
SOC 3433	Sociology of Formal Organizations
SOC 3435	Sociology of Economic Development
SOC 3445	Environment, Ecology, and Society
SOC 3446	Political Sociology
SOC 3453	Global Population Problems
UGS 3190	International Studies (BI)

Appendix B: Sample Program Schedule

First Year

Fall Semester

American Institutions course
Intellectual Explorations
Intellectual Explorations
Lower-division Writing

Spring Semester

Intellectual Explorations
Intellectual Explorations
Quantitative Reasoning (QA)
Upper-division Writing

Fall Semester

FRNCH 3040
Area or Global Studies course
Social & Behavioral Sciences core course

Spring Semester

FRNCH 3060
Area or Global Studies course

Second Year

Fall Semester

FRNCH 1010
Diversity Requirement
POL S 2100
Intellectual Explorations

Spring Semester

FRNCH 1020
Quantitative Reasoning (QB)
BUS 2000
Intellectual Exploration

Third Year

Fall Semester

FRNCH 2020
Area or Global Studies course
Humanities core class
ECON 3500

Spring Semester

FRNCH 2010
HIST 1050 Area or Global Studies course

Fourth Year

Appendix C: Faculty

Faculty are drawn mainly from the Colleges of Humanities, Social and Behavioral Sciences, and Business. The program would be housed in the College of Humanities. The International Studies Board serves as the faculty advisory committee to the director. The director will be Professor Jim Lehning, Department of History.

Governing Board Faculty:

Gary Bamossy, Visiting Professor of Marketing, University of Utah, and Vrije Universiteit, Amsterdam, Associate Director, Center for International Business and Economic Research (CIBER) Ph.D., University of Utah, 1983.

David Bjorkman, Senior Associate Dean, School of Medicine. Area of Specialization: gastroenterology.

Mary Duffy, Professor of Nursing and Director of the College of Nursing's International Program. Areas of Specialization: international community health networking, social support of women, parenting practices and Navajo postneonatal mortality, and theoretical and empirical premises of decision-making and clinical judgment in nursing.

John Francis, Senior VP for Academic Affairs and Professor of Political Science, Ph.D. University of Michigan. Areas of Specialization: comparative public policy, specifically in the areas of regulation, environment and health care.

DeVon Hale, Assistant Dean for Idaho Affairs and Professor, School of Medicine.

Pat Hanna, Professor of Linguistics and Philosophy, Ph.D. University of Cincinnati.

Ibrahim Karawan, Associate Professor of Political Science and Director of the Middle East Center. Areas of Specialization: research has focused on Islamist movements, the political role of Arab military institutions, inter-Arab relations, nuclear issues in the Middle East, Persian Gulf regional security, and explaining major alterations of Egypt's foreign and defense policies.

Stacey Katz, Assistant Professor of French and Language Program Director, Ph.D. in French Linguistics from the University of Texas at Austin. Areas of Specialization: applied French linguistics, pedagogy, sociolinguistics, pragmatics and syntax.

Jim Lehning, Professor, History, Ph.D. Northwestern, 1977. Areas of specialization: Modern France, European Social & Cultural History, Historical Methods.

Robert Newman, Dean of Humanities, Ph.D. Univ. of No. Carolina-Chapel Hill. Areas of Specialization: contemporary literature, psychoanalytic theory, post-modernism, modernism.

Elizabeth Peterson, Associate Professor of Art History, Ph.D University of Pittsburgh. Areas of Specialization: French Gothic manuscript illumination; iconography, Ancient and Medieval art and architecture; history of the book (to 1450), architecture theory; history of fresco.

Steve Reynolds, Associate Professor of Economics, Ph.D., Wisconsin. Areas of Specialization: development, international economics, economics of education, natural resources, international trade in economic development, especially with respect to Southeast Asia.

Jerry Root, Associate Professor of French, Ph.D. in Comparative Literature, University of Michigan. Areas of Specialization: the medieval period broadly, more particularly on French literature from the 12th through the 14th centuries.

Adel Sarofim, Presidential Professor, Chemical & Fuels Engineering. Areas of Specialization: air toxins, low quality fuels, fires, combustion synthesis of fine particles,

Jon Seger, Professor of Biology. Areas of Specialization: evolutionary ecology and genetics, sex allocation especially in Hymenoptera, evolution of selfish genetic systems especially coccoid chromosome elimination, evolution of vertebrate odorant receptors.

Other Participating Faculty:

Lindsay Adams, Associate Professor of History
Soheila Amirsoleimani, Assistant Professor of Languages and Literature
Megan Armstrong, Assistant Professor of History
Shoji Azuma, Associate Professor of Languages and Literature
Howard Bauman, Associate Professor of History
Mark Bell, Assistant Professor (Lecturer) of Languages and Literature
Annick Bellemain, Instructor (Lecturer) of Languages and Literature
Gunseli Berik, Associate Professor of Economics
Elizabeth Borgwardt, Assistant Professor of History
Terrell Bringham, Adjunct Instructor of Political Science
Nilufer Cagatay, Associate Professor of Economics
Donald Campbell, Research Assistant Professor of Economics
Byron Cannon, Professor of History
Elizabeth Cashdan, Professor of Anthropology
Deen Chatterjee, Associate Professor of Philosophy
Vincent Cheng, Professor of English
T. Richard Chi, Chair of Languages and Literature
Kuiweon Chu, Clinical Assistant Professor of Languages and Literature
Elizabeth Clement, Assistant Professor of History
Terri Cononelos, Assistant Professor of Linguistics
Alan Coombs, Associate Professor of History
Henrique Dalanhese, Instructor of Languages and Literature
Edward Davies, Associate Professor of History
Maria Dobozy, Professor of Languages and Literature
Thérèse De Raedt, Visiting Assistant Professor of Languages and Literature
Elizabeth Dudley-Murphy, Scientist, Geography

Isabel Dulfano, Visiting Assistant Professor of Languages and Literature
Nadja Durbach, Assistant Professor of History
Mushira Eid, Professor of Languages and Literature
Edward Elias, Associate Professor of Languages and Literature
Edward Epstein, Professor of Political Science
Nayereh Fallahi, Associate Instructor of the Middle East Center
Andrew Franta, Assistant Professor of English
Randall Gess, Assistant Professor of Linguistics
Patricia Goff, Assistant Professor of Political Science
William Gonzalez, Professor of Languages and Literature
Jefferson Gray, Visiting Instructor of Political Science
Gema Guevara, Assistant Professor of Languages and Literature
Per Hage, Associate Professor of Anthropology
Bruce Haley, Professor of English
Arthur Hampson, Professor (Lecturer) of Geography
Joel Hancock, Professor of Languages and Literature
Kristen Hawkes, Professor of Anthropology
George Hepner, Professor of Geography
Rebecca Horn, Associate Professor of History
E. K. Hunt, Professor of Economics
Ken Jameson, Professor of Economics
Jeffrey Johnson, Assistant Professor of Languages and Literature
Christine Jones, Assistant Professor of Languages and Literature
Douglas Jones, Assistant Professor of Anthropology
Shelley Kaufhold, Visiting Assistant Professor of Languages and Literature
Anne Keary, Assistant Professor of History
Hasan Kosebalaban, Adjunct Instructor of Political Science
Oksana Kostuchenko, Adjunct Associate Professor of Sociology
Gerhard Knapp, Professor of Languages and Literature
Cheng-Hua Kerr, Instructor (Lecturer) of Languages and Literature
David Knowlton, Visiting Assistant Professor of Anthropology
Eric Laursen, Associate Professor of Languages and Literature
Chung-Myun Lee, Professor of Geography
Jim Lehning, Professor of History
Howard Lehman, Associate Professor of Political Science
Harris Lenowitz, Professor of Languages and Literature
Pei-Te Lein, Assistant Professor of Political Science
Brian Locke, Assistant Professor of English
Laurence Loeb, Associate Professor of Anthropology
Luis Lorenzo-Rivero, Professor of Languages and Literature
Maureen Mathison, Associate Professor of Communication
Kazuo Matsubayashi, Professor of the Graduate School of Architecture
Robert Mayer, Professor of Family and Consumer Studies
John McCullough, Professor of Anthropology
Tracy McDonald, Assistant Professor of History
Marisol Mejia, Assistant Professor (Lecturer) of Languages and Literature
Joseph Metz, Assistant Professor of Languages and Literature
Roberta Micallef, Assistant Professor of Languages and Literature

Bojka Milicic, Assistant Professor (Lecturer) of Anthropology
Isabel Moreira, Associate Professor of History
Haruko Moriyasu, Adjunct Instructor of Ethnic Studies
Katrina Moser, Assistant Professor of Geography
Robert Olpin, Professor of Art and Art History
Glenn Olsen, Professor of History
Michel Mazzaoui, Associate Professor of History
Edward Mayer, Assistant Professor of Languages and Literature
Carolyn Morrow, Associate Professor of Languages and Literature
Sheila Muller, Professor of Art and Art History
James O'Connell, Professor of Anthropology
Dennis O'Rourke, Professor of Anthropology
Richard Paine, Associate Professor of Anthropology
Bradley Parker, Assistant Professor of History
Moriss Partee, Professor of English
Renee Pennington, Research Assistant Professor of Anthropology
William Pingree, Associate Instructor of Political Science
Susie Porter, Assistant Professor of History
Tahera Qutbuddin, Assistant Professor (Lecturer) of Languages and Literature
John Reed, Assistant (Lecturer) Professor of History
Todd Reeser, Assistant Professor of Languages and Literature
Oriana Reyes, Instructor (Lecturer) of Languages and Literature
Lars Rodseth, Associate Professor of Anthropology
Arieta Salanova-Diaz, Instructor of Languages and Literature
Wesley Sasaki-Uemura, Assistant Professor of History
Philippos Savvides, Adjunct Instructor of Political Science
Armando Solorzano, Associate Professor of Family and Consumer Studies
Helene Shugart, Assistant Professor of Communication
Peter Sluglett, Professor of History
Ronald Smelser, Professor of History
Steven Sternfeld, Associate Professor of Languages and Literature
Randall Stewart, Associate Professor of Languages and Literature
Judith Stubbs, Assistant Professor of Art and Art History
James Svendsen, Associate Professor of Languages and Literature
Janet Theiss, Assistant Professor of History
Yanqi Tong, Associate Professor of Political Science
Margaret Toscano, Instructor (Lecturer) of Languages and Literature
Bernard Weiss, Professor of Languages and Literature
Wolff Vonschmidt, Professor of Languages and Literature
Peter von Sivers, Associate Professor of History
Ted Wilson, Adjunct Associate Professor of Political Science and Director of the Hinckley
Institute of Politics
Johanna Watzinger-Tharp, Associate Professor of languages and Literature
Polly Wiessner, Professor (Lecturer) of Anthropology
Fu-sheng Wu, Assistant Professor of Languages and Literature
Daniel Youd, Visiting Assistant Professor of History

MEMORANDUM

March 5, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Weber State University/Utah Valley State College – Bachelor of Applied Technology Degree - Action Item

Issue

Officials at Weber State University (WSU) and Utah Valley State College (UVSC) jointly request approval to offer a Bachelor of Applied Technology (BAT) Degree at each institution effective Spring Semester, 2003. This program was approved by the WSU Board of Trustees on May 14, 2002, and by the UVSC Board of Trustees on June 25, 2002. The Regents' Program Review Committee discussed this proposal on January 6, 2003 and determined that it meets the criteria for an exception to the Regents' moratorium on new program approval and should be moved forward as an action item on the agenda.

Background

During a special session in 2001, the Utah State Legislature created the Utah College of Applied Technology (UCAT), the tenth public institution of higher education in the State. In addition to its foundational mission of providing short-term, competency-based training for business and industry, UCAT was charged with developing and delivering a competency-based Associate of Applied Technology (AAT) Degree. The first three AAT Degrees were approved by the Board of Regents in September, 2002, and UCAT awarded its first degree, in Medical Assisting, in December of 2002.

The AAT Degree, much like the Associate of Applied Science (AAS) Degree, is designed to prepare students for direct entry into the workforce. In addition, it is important that AAT graduates who wish to do so have a seamless opportunity to continue their education and earn a baccalaureate degree. UCAT's authorizing legislation, HB 1003, clearly indicates the need for transferability of the AAT Degree to other USHE institutions. Strong articulation/transfer arrangements between UCAT and its sister USHE institutions is particularly important because, unlike the other nine USHE institutions, UCAT does not award college credit. To provide a seamless link, the baccalaureate-granting institution accepts the technical foundation provided by UCAT and build upon it with general education courses, supervisory and organizational skills courses, and upper division course work in disciplines related to the AAT technical

foundation. The proposed AAT Degree, a flexible, multidisciplinary degree specifically designed for students who have earned an AAT Degree, provides this opportunity.

Policy Issues

No concerns regarding this proposal were expressed by other USHE institutions. Although a moratorium currently exists on new program approval, the Regents' Program Review Committee determined that the proposed program meets the criteria for granting an exception to the moratorium.

Options Considered

After the Regents have reviewed the proposal from Weber State University and Utah Valley State College to offer a Bachelor of Applied Technology Degree, they may raise issues, request additional information, deny the request or approve the request.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the joint request from Weber State University and Utah Valley State College to offer a Bachelor of Applied Technology Degree effective Spring Semester, 2003.

Cecelia H. Foxley, Commissioner

CHF/LF
Attachment

Academic, Applied Technology, and Student Success Committee

Action Item

Request to Offer a Bachelor of Applied Technology (BAT) Degree

Weber State University
Utah Valley State College

Prepared for
Cecelia H. Foxley
by
Linda Fife

March 5, 2003

SECTION I

The Request

Officials at Weber State University (WSU) and Utah Valley State College (UVSC) jointly request authorization to offer a Bachelor of Applied Technology (BAT) Degree beginning Spring Semester, 2003.

SECTION II

Program Description

Complete Program Description. The proposed BAT Degree is designed for students who have received an Associate of Applied Technology (AAT) Degree from the Utah College of Applied Technology (UCAT). Students who have successfully completed the AAT Degree will be admitted as third-year students and will be able to complete the BAT Degree with two additional years of full-time study. The BAT will provide students with advanced study in courses related to their technical discipline as well as supervisory, teamwork, and communication skills. Building upon the AAT, the BAT will provide career enhancement, professional opportunities, and supervisory-level skill development. This degree is limited to those technical or applied technology programs whose content matches or can be articulated into programs in the sponsoring colleges/schools. At Weber State University those colleges are limited to the College of Applied Science and Technology and the Dumke College of Health Professions.

BAT Program Requirements

BAT students must:

- have completed an AAT Degree from UCAT in a sponsoring college or school.
- complete a minimum of 120 credit hours, 40 of which must be upper division and 30 of which must be resident hours;
- complete 15-22 upper division credits in discipline-related courses;
- complete 15-24 upper division credits from the BAT core, and BAT support courses and electives;
- complete bachelor degree general education requirements;
- earn at least a 2.0 cumulative GPA;
- meet with an advisor in the AAT-emphasis discipline-related program and develop an academic contract specifying discipline-related courses, BAT core, BAT support courses, and BAT electives;
- complete all courses on the academic contract with a minimum grade of "C" (no Credit/No Credit grades will be accepted for the courses specified on the BAT academic contract); and
- meet with an academic advisor in their technical discipline at least annually.

The program curriculum, including course descriptions, is included in Appendix A. Each BAT student will develop a program of study specific to his or her AAT background, which will be described in the BAT contract. Therefore, there is no generalized sequence of courses applicable for all BAT students, and the sample class schedule that is ordinarily included in the appendices is not relevant for this proposal.

Purpose of Degree. The 2001 Utah State Legislature created a new tenth college within the Utah System of Higher Education, the Utah College of Applied Technology (UCAT). This new institution, with its ten campuses across the state is a new approach to meet the training needs of Utah’s businesses and industries and to provide the skilled workforce necessary to continue to move the Utah economy forward. UCAT offers a new post-secondary degree, an Associate of Applied Technology (AAT). This degree represents a departure from traditional higher education in Utah in that it is an open-entry, open-exit, competency-based two-year degree. As such, it is specifically designed to prepare students to enter the workforce with a technical specialty.

It is important that AAT graduates who wish to do so have a seamless opportunity to continue their education and earn a baccalaureate degree. To provide this seamless link, the baccalaureate-granting institution accepts the technical foundation provided by UCAT and builds upon it with general education courses, supervisory and organizational skills courses, and upper division course work in disciplines related to the AAT technical foundation. What is needed is a flexible, multidisciplinary degree specifically designed for students who have earned an AAT Degree. The proposed BAT is exactly that degree.

Admission Requirements. Prospective BAT students must have completed an AAT Degree from UCAT in a program that is consistent with a program in a sponsoring College at WSU, or in a discipline within which the content matches and can be articulated into a current upper division program at UVSC. Further, UCAT AAT graduates will be required to meet with an advisor in the specific advanced discipline-related program in order to complete a BAT contract and be admitted to the BAT.

Student Advisement. Students must meet with an advisor from an approved technical emphasis for admission to BAT, at least annually while making progress in the program.

External Review and Accreditation. No external consultants were involved in the development of this degree, although curriculum models from other institutions were reviewed as the BAT was designed. No special accreditation will be sought for the BAT.

Projected Enrollment.

Projected enrollment for the first five years of the program follow and Student:Faculty FTE ratio follow. Enrollment figures reflect the maximum anticipated enrollment at both institutions combined. Because students will be enrolling in existing courses, the Student:Faculty ratio is consistent with the 18:1 institution-wide ratios at the respective institutions.

	2003	2004	2005	2006	2007
Enrollment	20	20	20	20	20
Student:Faculty FTE Ratio	18:1	18:1	18:1	18:1	18:1

Expansion of Existing Program. Students will be taking existing courses within multiple disciplines and programs in the sponsoring colleges/schools.

Faculty. No new faculty will be required during the first five years of the BAT program because students will enroll in existing courses. The faculty teaching these courses are supported by existing

faculty development processes organized by the institutions' faculty development offices which report to the Office of Academic Affairs. No list of current faculty has been included with this proposal, since the faculty involved will depend upon the individual student's program of study and the relevant institution.

Staff. No additional support staff will be needed for the BAT during the first five years.

Library. Existing library resources are adequate for this proposed degree.

Learning Resources. No new learning resources are required to support this program.

SECTION III

Need

Program Necessity. As stated earlier, under the "Purpose of the Degree" section, the creation of UCAT and its authorization to offer the AAT has provided an opportunity for WSU and UVSC to design a flexible and personalized degree for AAT graduates who wish to earn a baccalaureate degree.

Labor Market Demand. Within the College of Applied Science & Technology and the Dumke College of Health Professions, WSU has a long history of offering baccalaureate degrees which build upon associate degrees. This "curriculum-ladder" degree design provides career enhancement as well as personal development opportunities for two-year degree graduates. It is anticipated that the BAT will fulfill a similar function for AAT graduates.

UVSC has a short history of a similar nature. Among the first four-year degrees offered were the Bachelor of Science in Technology Management and baccalaureate degrees in business and computer science. Those degrees were also built on successful two-year programs which still continue and still have very good placement of graduates.

Student Demand. Many students choose WSU because of the "2+2" career-ladder degree options within Applied Science & Technology and Health Professions. The number of majors in these two colleges combined is over one-fourth of all WSU majors. It is anticipated there will be similar student interest and demand, although modest for the first five years, for this proposed BAT Degree.

The "2+2" career-ladder is a growing option at UVSC as well. In the applied technology areas including business, UVSC has sustained student interest in the two-year programs and obvious growing interest in the four-year degree programs. With the Mountainland Applied Technology College relationship, UVSC looks forward to their AAT graduates and any from other campuses coming to continue their higher education.

Similar Programs. Currently, there are no approved BAT-type degree programs in Utah or in the Intermountain Region. Utah Valley State College and Weber State University propose this new degree to meet the needs of UCAT students.

Collaboration with and Impact on Other USHE Institutions. There have been ongoing discussions with UCAT, Weber State University, and Utah Valley State College on the design of the BAT Degree. These discussions have indicated support for the proposed BAT at WSU and UVSC.

Benefits. The BAT will provide individual career enhancement and personal development benefits for AAT graduates. In addition, baccalaureate degree graduates have historically made significant economic contributions to the communities in which they live. BAT graduates are anticipated to do likewise.

SECTION IV

Program and Student Assessment

Program Assessment. BAT students will be enrolled in a variety of discipline-specific programs with established outcomes assessment procedures. BAT graduates will be expected to meet the same goals as are other baccalaureate degree students enrolled in those same courses.

Expected Standards of Performance. Again, because BAT students will be enrolled in existing baccalaureate-degree courses, they will be expected to meet the same standards and competencies as do other baccalaureate degree students. Program standards in the sponsoring colleges and schools were established to produce graduates who can function effectively in highly specialized and rapidly evolving technical and health disciplines.

Student Assessment. BAT students will complete the same formative and summative assessment measures as existing baccalaureate degree students in sponsoring schools/colleges programs. Formative measures include course work, exams, projects, required advising sessions, etc. Summative measures include exit interviews, comprehensive exams, employer surveys, etc.

Continued Quality Improvement. Existing outcomes assessment procedures in the technical and health disciplines have documented multiple ways in which student, alumni and employer feedback have created programmatic changes and are described on the web site listed earlier. These procedures will also be in place for BAT graduates.

SECTION V

Finance

Budget. BAT students will enroll in existing courses; therefore, there are no additional budget needs for salaries and wages, benefits, current expenses, library, equipment, and travel for this program.

Funding Sources. It is not anticipated that this degree will require additional funding for the first five years. However, as growth occurs in BAT over time, enrollment growth funds will be allocated to support additional costs.

Impact on Existing Budgets. Internal reallocation of funds is not required to initiate the BAT.

Appendix A

Program Curriculum

The program of study for the BAT Degree will be developed to meet the student's particular needs and interests. 120 credit hours are required for the BAT Degree; some courses that meet the technical specialty, core, and support courses may also meet general education requirements.

ASSOCIATE OF APPLIED TECHNOLOGY DEGREE - 63 credit hours

AAT Degree graduates will be accepted with junior standing, having completed the equivalent of 63 semester credit hours.

GENERAL EDUCATION REQUIREMENTS - 17-26 credit hours

General education requirements for the BAT Degree are consistent with the requirements for bachelor's degrees at each institution. All courses required for the BAT Degree are currently in existence and being taught on the respective campuses.

TECHNICAL SPECIALITY – 15-22 credit hours

BAT students are required to complete 15-22 credit hours in courses related to the technical specialty for which their AAT Degree was awarded.

BAT CORE COURSES AND BAT SUPPORT COURSES – 15-24 credit hours

Students are required to complete 15-24 upper division credits from courses selected within the BAT Core and approved BAT support courses. BAT support courses include four (4) general areas (Communications, Supervision, Team Building, and Electives). **Students MUST complete the BAT core and at least one course in each of the four support areas.**

WEBER STATE UNIVERSITY

BAT CORE (10 hours)

Course	Title	Credit Hours
Engl 3100	Professional and Technical Writing	(3)
TBE 3250	Business Communication	(3)
Mfet 2410	Quality Assurance	(3)
TBE 3090	Electronic Presentations	(1)

BAT SUPPORT COURSES AND ELECTIVES

Communication (Minimum 1 course)

Comm DV3080	Intercultural Communication	(3)
Comm 3550	Organizational Communication	(3)
Comm 3810	Persuasive Communication	(3)

Supervision (Minimum 1 course)

SST 3563	Principles of Supervision	(3)
MfET 3550	Manufacturing Supervision	(3)
TBE 3400	Training the Trainer	(3)

Team Building (Minimum 1 course)

Comm 3100	Small Group Communication Theory and Application	(3)
Psych 4510	Industrial and Organizational Behavior	(3)
SST 4102	Developing Team Leadership Skills	(2)
Soclgly 3540	Small Groups & Leadership	(3)

BAT Electives (Minimum 1 course)

(Note: Some of these courses may require prerequisites. Students may not take more than three courses from the Goddard School of Business and Economics unless they have completed the Business Foundation curriculum)

BusAdm 3000	Small Business Management	(3)
BusAdm 3200	Legal Environment of Business	(3)
CEET 3070	Engineering Technology Research	(4)
Comm 3120	Advanced Public Speaking	(3)
Mgmt 3010	Organizational Behavior and Management	(3)
Mgmt 4300	Influence and Group Effectiveness	(3)
Mgmt 4400	Advanced Organizational Behavior	(3)
Mktg 3010	Marketing Concepts and Practices	(3)
Mktg 3100	Consumer Behavior	(3)
Mktg 3200	Selling and Sales Management	(3)
PolSc 3700	Introduction to Public Administration	(3)
PolSc 4060	Elements of Law	(3)
Psych 3560	Group Dynamics	(2)
Soclgly DV4410	Comparative Political Sociology	(3)
Soclgly DV4550	Sociology of Work	(3)
SST 3203	Customer Service Techniques	(3)
SST 4203	Ethical Sales and Service	(3)
TBE 3550	Supervising Information Technology	(3)

Engl 3100. Professional and Technical Writing (3)

The course focuses on planning, drafting, and revising various technical reports, such as expanded definitions, technical descriptions, processes, and instructions. This course also emphasizes audience analysis, the use of graphics, and oral presentations. In addition to its role as a service course, this course also introduces technical writing theories and serves as the foundation course for the minor in Professional and Technical Writing. Prerequisite: Engl EN2010.

TBE 3250. Business Communication (3) Su, F, S

Application of oral and written communication, including diversity and international aspects of communication. Prerequisite: English EN2010.

MfET SI2410. Quality Concepts and Statistical Applications (3) S

This is the first course in a series of three designed to impart the Six Sigma body of knowledge. It integrates managerial, technological and statistical concepts across all functions of an organization to ensure that a product is fit for use. Provides a foundation in current quality paradigms and introduces students to software tools (MS Excel and Minitab) used to statistically analyze problems encountered in manufacturing firms. Three lectures per week. Prerequisite: Math 1010.

TBE 3090. Electronic Presentations (1) F, S

Use of graphic software including data charts, diagrams, graphic images, text, slide shows, and imported data from other software. Prerequisite: TBE TE1700 or TA1701.

Comm DV3080. Intercultural Communication (3)

Explores theoretical perspectives in intercultural communication. Through analysis of various intercultural theories, students will become aware of cultural influences on communication in both international and domestic cultures. Prerequisite: Comm HU1050.

Comm 3550. Organizational Communication (3)

Study of communication in organizations from various theoretical perspectives with an emphasis on the organizational culture perspective. Includes topics such as communicating with external audiences, decision-making, conflict resolution, and power relationships. Prerequisite: Comm HU1050.

Comm 3810. Persuasive Communication (3)

Study of theories and principles of persuasion from classical to modern times. Examines persuasion as a means of influence in interpersonal communication, public speaking, public relations, advertising, politics, and other contexts. Prerequisite: Advanced standing.

SST 3563. Principles of Supervision (3) Su, F, S

Practical application of first-line supervisory skills including choosing, organizing, training, and evaluating entry-level employees; making supervisory decisions; and solving first-line supervisory problems. Understanding the basic responsibilities of a supervisor in production organizations and service organizations.

MfET 3550. Manufacturing Supervision (3) S

The application of supervision skills. Students will gain an understanding of; motivation of subordinates, personal leadership theories, problem-solving and decision-making techniques, organizational communication, employee selection, evaluation and training process, and organizational structures. Topics will include; the American Disabilities Act, OSHA and environmental issues, Equal opportunity Employment, and Affirmative Action issues. Three lectures per week.

TBE 3400. Training the Trainer (3) S

Real-world strategies and techniques to provide better employee training, including development of materials and methods to enhance the learning process.

Comm 3100. Small Group Communication Theory and Application (3)

Examines group communication processes, theories, and current research. Considers the impact of differing group structures on group dynamics. Comm HU1050.

Psych 4510. Industrial and Organizational Behavior (3)

The psychological aspects of the work setting including selection, training, motivation, attitudes, and the effects of the organization. Recommended prerequisite: Psych SS1010.

SST 4102. Developing Team Leadership Skills (2) Su, F, S

A skills based course designed to develop the interpersonal and leadership skills necessary to work effectively in teams and guide teams through the group stages of development. This course will be facilitated in such a way the participants will learn how to diagnose team developmental level and develop a high performing team by applying the principles of situational leadership and the DISC personality profiles system. Prerequisite: SST 3563.

Soclgly 3540. Small Groups & Leadership (3)

The formation, structure, and functioning of small groups in terms of group processes and group products. This course will also examine authority, leadership principles and skills, decision making processes, and motivation.

BusAdm 3000. Small Business Management (3) F, S

This course is designed for students majoring outside the John B. Goddard School of Business and Economics. It will not be counted for credit toward graduation for students majoring in the John B. Goddard School of Business and Economics. It covers the business management concepts involved in starting and/or managing a small business.

BusAdm 3200. Legal Environment of Business (3) Su, F, S

Introduction to the legal and judicial system, emphasizing the application of regulatory law (e.g., antitrust, employment discrimination, etc.) and selected common law topics (e.g., contracts, agency, etc.).

CEET 3070. Engineering Technology Research (4) F

Introduction to engineering technology research principles. Engineering problem solving using the internet, human networking, and professional publications. Lecture and lab combination. Laboratory activities to include research, analysis, presentation, and documentation for specific engineering problems.

Comm 3120. Advanced Public Speaking (3)

Study and application of the elements of rhetorical style to manuscript speaking. A close examination of figures of speech and thought applied to speech writing. Prerequisite: Comm HU1020.

Mgmt 3010. Organizational Behavior and Management (3) Su, F, S

Focus of the course is on individual and group behavior in an organizational setting and on decision processes. Examples of topics included are motivation, group behavior, organizational design and development, organizational culture, and decision making theory.

Mgmt 4300. Influence and Group Effectiveness (3) F, S

This course is about getting things done through the use of influence. The course emphasizes influencing others and influencing a situation. Power and other forms of influence are studied in-depth. Topics also include an examination of group behavior in work setting and the management of work groups. All stages of group development are studied from the forming stage of a group to its development as a high performance, self managed team. Prerequisites: Mgmt 3010.

Mgmt 4400. Advanced Organizational Behavior (3) F, S

An in-depth study of leadership and organizational behavior. Focus is on the structural and behavioral variables that are most significant for organizational effectiveness. Both theory and application are emphasized. Prerequisites: Mgmt 3010.

Mktg 3100. Consumer Behavior (3) F

The application of psychological, sociological, and anthropological findings to the purchase and consumption of goods and services by ultimate and industrial consumers. Prerequisite or concurrent enrollment: Prerequisite: Mktg 3010.

Mktg 3200. Selling and Sales Management (3) F, S

Theory, methods, and techniques of personal selling in professional settings including analysis of buyer behavior, the delivery of customer satisfaction, and integration of personal selling with other marketing communication tools. Sales management includes managing the sales force, salesperson selection, deployment, compensation, training, field supervision and industrial marketing management. Prerequisite: Mktg 3010.

PoISc 3700. Introduction to Public Administration (3)

Presents basic theories, concepts, and analysis of current practices and problems in governmental administration.

PoISc 4060. Elements of Law (3)

An introduction to the study of law and the United States' legal system. The course is divided into four fundamental areas of study: The function, development, and history of the law; judicial process; the legal profession; and specific areas of the law.

Psych 3560. Group Dynamics (2)

Principles to effective small group behavior. Awareness of group forces and pressures and development of insights into personal relationships.

Soclg DV4410. Comparative Political Sociology (3)

In-depth examination of relations of power, authority, and political participation within various social groups, communities, formal organizations, nation-states, and the global economy. How power relations influence and are influenced by kinship, class, gender, and socio-economic interest groups.

Soclg DV4550. Sociology of Work (3)

Explores the relationship between work and social class, gender, technology, race, and ethnicity. Additionally, the nature of occupational subcultures is analyzed.

SST 3203. Customer Service Techniques (3) F, S

A study of customer service techniques required in order to sell and service products, systems, or services needed by industrial manufacturing, processing, mining, construction firms, or other related technical areas.

SST 4203. Ethical Sales and Service (3) Su, F, S

Principles, techniques and analysis of ethics in the sales and service professions. Utilizes group interaction, individualized hands-on experiences and a field-based experience.

TBE 3550. Supervising Information Technology (3) S

Analyzing Information Technology (IT) systems and procedures including planning and implementation, departmental structure and operations, and the responsibilities and productivity of IT personnel.

Prerequisite: TBE 2500 required.

UTAH VALLEY STATE COLLEGE

Students desiring to take more than three School of Business courses at or above the 3000 level must have a minimum accumulated GPA of 2.5 and have successfully completed the core foundation courses in the School of Business IT program.

BAT CORE (12 hours)

Course	Title	Credit Hours
ENGL 4310	Advanced Technical Writing	(3)
MGMT 2200	Written Business Communication	(3)
TECH 3850	Quality and Inspection in Technology	(3)
ISYS 3270	Business Presentation Applications	(3)

BAT SUPPORT COURSES AND ELECTIVES***Communication (Minimum 1 course)***

MGMT 3320	Cross-Cultural Communication for International Business	(3)
MGMT 4220	Management Communications	(3)
ENGL 2030	Rhetoric of Persuasion	(3)

Supervision (Minimum 1 course)

MGMT 2420	Supervisory Management	(3)
TECH 4500	Technological Project Management	(4)
ISYS 3650	Training Life Cycle	(3)

Team Building (Minimum 1 course)

PSY 4250	Human Behavior in Organizations and Work	(3)
MGMT 3500	Leadership Process	(3)

BAT Electives (Minimum 1 course)

ISYS 3120	Principles of Info. Systems: A Managerial Approach	(3)
LEGL 2170	Business Associations	(3)
LEGL 3000	Business Law	(3)
MGMT 3000	Organizational Behavior	(3)
MGMT 3170	Entrepreneurship	(3)
MGMT 3440	Managing Organizations	(3)
MGMT 3600	Principles of Marketing	(3)
MGMT 3620	Consumer Behavior	(3)

MGMT 3630	Customer Service	(3)
MGMT 3650	Selling and Sales Management	(3)
PHIL 3510	Business and Professional Ethics	(3)
SOC 3460	Political Sociology	(3)
SOC 4400	Social Change	(3)
TECH 4000	Safety, Ergonomics, and the Environment	(3)
TECH 4100	Technology and Operations Management	(3)
TECH 4200	Technology Marketing and Distribution	(3)

ENGL 4310 Advanced Technical Writing 3:3:0 F, Sp For upper-division technology management majors, technical writing emphases and minors, and as elective credit for other upper-division students. Teaches writing skills most in demand for business and industry today. Provides collaborative experience in the development of a lengthy, professional-caliber manual or handbook, using computers. Emphasizes primary and secondary research, guest lecturers, and coaching by members of the business community. Prerequisite: ENGL 2010 or 2020

MGMT 2200 Written Business Communication 3:3:0 Su, F, Sp Teaches written correspondence and business reports using direct and indirect approaches. Emphasizes basic language utilization. Includes application of communication principles to business writing situations. Requires completion of a formal research document. Prerequisites: (MGMT 1200 with a grade of "C-" or higher or equivalent knowledge) and (ISYS 1050 or business computer proficiency or basic word processing skill)

TECH 3850 Quality and Inspection Technology 3:3:0 Sp An advanced course in quality management related specifically to technical careers. Includes ISO 9000, continuous process/product improvement, statistical tests, performance measurements, supplier partnerships, costs, leadership and employee participation, Quality Function Deployment, and global quality initiatives. Prepares student for professional certification.

ISYS 3270 Business Presentation Applications 3:3:0 F, Sp

Teaches a presentations software package to create business charts and graphs, illustrations for desktop publishing, text charts, computer slide presentations, and other business-oriented publications. Incorporates presentation templates, drawings, charts and graphs, scanned images, sound, clipart, animations, and hyperlinks to create a slide show. Prerequisite: basic word processing skill

MGMT 3320 Cross-Cultural Communications for International Business 3:3:0 Sp Required for international business majors and as an elective for all business majors. Discusses today's business environment which requires work in a multi-ethnic setting. Overviews critical elements that arise from the various cultural backgrounds, which can impact both domestic and international organizations. Proceeds from a management point of view with lessons easily derived for the mid-level manager as well as for line personnel. Concentrates on managerial communications, negotiations, cultural change, and management functions.

MGMT 4220 Management Communication 3:3:0 F, Sp Studies elements of communication in management. Concentrates on written and oral communication in business settings and includes communicating electronically, managing conflict, and dealing with change. Prerequisite: MGMT 2200

ENGL 2030 HH Rhetoric of Persuasion 3:3:0 F, Sp For students from all disciplines interested in the power and control of written and oral language. Teaches principles of language use from ancient Greece to current trends, from politics to advertising. Studies critique, persuasion and its roles, the ethical responsibilities of persuasive language, and the role of language as a tool for success. Includes active class discussions, student-led activities, oral presentations, and final projects in fields of students' choice. Completers should have improved confidence in and control over written and oral language and all that language can accomplish. Prerequisite: ENGL 2010, 2020, or instructor/advisor approval

PSY 4250 Human Behavior in Organizations and Work 3:3:0 F, Sp For Behavioral Science majors and other students with an interest in social organizations. Studies anthropological, sociological, and psychological approaches to work and organization. Examines contemporary use of each field by organizations. Teaches how each approach can be applied by organizations to achieve greater success. Prerequisites: (ENGL 2010 or ENGL 2020) and (PSY 1010 or SOC 1010)

MGMT 3500 Leadership Process 3:3:0 F, Sp Required course for Integrated Studies Degree students with an emphasis in Leadership. Examines leadership theory by practice and application. Includes cases and group activities. Prerequisite: MGMT 1250

ISYS 3120 Principles of Information Systems: A Managerial Approach 3:3:0 F, Sp For business management majors. Introduces the field of information systems. Teaches the general business manager how to use and manage the most current information technologies (IT). Studies the Internet, Intranets, and Extranets for electronic commerce and enterprise collaboration. Examines business cases demonstrating IT contributions to competitive advantage, reengineering business processes, and decision making. Prerequisite: (MGMT 2200 or ENGL 2010 or ENGL 2020) and Business Computer Proficiency

LEGL 2170 Business Associations 3:3:0 F Explores substantive law, liability, formation, operations and dissolution of sole proprietorships, partnerships, and corporations. Emphasizes preparation of basic legal documents, the paralegal's role in their creation, maintenance, and dissolution.

LEGL 3000 Business Law 3:3:0 Su, F, Sp For School of Business students and others desiring a more complete understanding of business law. Presents the American legal system, constitutional law, statutory law, common law, and administrative law and alternatives to courts. Discusses crimes, torts, negligence, contracts, negotiable instruments, and contractual relationships.

MGMT 3000 Organizational Behavior 3:3:0 Su, F, Sp Required for all Bachelor of Science Business Management degree majors and other interested students. Studies behavioral theories and concepts for creating effective organizations. Deals with knowledge of individual, group, and organizational processes and variables focusing on practical application of how people work. Presents topics on motivation, communication, leadership, motivation, conflict management, socialization, team building, decision making, diversity, ethics, and culture. Includes lectures, case studies, oral presentations, written assignments, and group projects.

MGMT 3170 Entrepreneurship 3:3:0 F, Sp Cannot be used as an upper-division elective for the Business management bachelor of science degree. Studies a comprehensive business plan including business strategy, location selection, and building design. Covers market potential, capital requirements, business organization, merchandise buying, and price and service policies. Includes communication policies,

accounting and finance procedures, and legal environment. Completers should be able to develop their own business plan.

MGMT 3440 Managing Organizations 3:3:0 F, Sp Studies management theory and emphasizes the managerial view of the elements and variables that influence the organization. Examines organizational design and change emphasizing the management tools used in planning, organizing, directing, controlling, and leading, and the coordinating of these factors within organizations. Uses current events as they relate to managing and developing the organization. Includes case analyses, team building exercises, videos, class discussions, group presentations, written assignments, and guest speakers. Prerequisite: MGMT 3000

MGMT 3600 Principles of Marketing 3:3:0 F, Sp For business management bachelor of science degree students and as elective credit for other School of Business majors. Studies consumers, markets, and environments from the perspective of the marketing manager. Covers consumer behavior, marketing research, product management, and channels of distribution. Explores pricing, advertising, and personal selling. Includes case analyses, lectures, class discussions, videos, oral presentations, written assignments, and guest speakers.

MGMT 3620 Consumer Behavior 3:3:0 F For bachelor's degree business management majors; elective credit for other School of Business majors. Includes an analysis of consumer spending and saving habits, product preferences, shopping behavior, leisure time patterns, and social change. Explores the influence of advertising, selling and fashion trends. Includes lectures, class discussions, videos, projects, case analyses, oral presentations, written assignments, and guest speakers. Prerequisite: MGMT 3600, MGMT 2340, and acceptance into the Business Management Bachelor's Degree Program

MGMT 3630 Customer Service 3:3:0 F, Sp Presents skills and attitudes necessary to provide good customer service. Emphasizes positive customer relations, effectively handling customer complaints, and sound customer service procedures. Completers should develop successful customer service strategies that can be applied in a business organizational setting. Includes lectures, guest speakers, video tapes, role plays, case analysis, oral presentations, and written assignments.

MGMT 3650 Selling and Sales Management 3:3:0 F, Sp For the bachelor's degree business management majors; elective credit for other School of Business majors. Emphasizes theoretical skills in the personal selling process and the management of a sales force. Studies the recruiting, training and supervising of salespersons, organization of territories, compensation schemes, and forecasting. Includes lectures, guest speakers, video tapes, role playing, case analysis, oral presentations, and written assignments. Prerequisite: Acceptance into the Business Management Bachelor's Degree Program

PHIL 3510 Business and Professional Ethics 3:3:0 Sp Develops concepts and philosophies essential to understanding ethical concerns in today's business and professions. Presents current case studies and theories about business ethics and helps students determine their own attitudes about contemporary and historical business morality. Examines a variety of approaches, solutions, and methods of critically thinking about ethics in business and professions. Prerequisite: PHIL 2050 or 205H

SOC 3460 Political Sociology 3:3:0 F Explores the distribution of political power at the national and international levels from a variety of theoretical perspectives. Pays particular attention to the power wielded by international media. Prerequisites: SOC 1010 and (ENGL 2010 or ENGL 2020) conglomerates and the

influence of international institutions such as the World Trade Organization, the World Bank, and the International Monetary Fund.

SOC 4400 Social Change 3:3:0 Sp Analyzes societies and their component parts. Evaluates various endogenous and exogenous forces which bring about social change. Examines historical and contemporary processes of social change and stratification. Explores current social conditions and applicable methods of social change. Offered once every other year. Prerequisites: SOC 1010 and (ENGL 2010 or ENGL 2020)

TECH 4000 Safety, Ergonomics and the Environment 3:3:0 F Studies interrelated aspects of reliability, safety, environmental concerns, and ergonomic considerations in a technological enterprise. Presents a mixture of academic study, investigation of numerous actual cases, surveys of local businesses, and discussion of current events in these areas. Studies OSHA, the EPA, and various governmental agencies.

TECH 4100 Technology and Operations Management 3:3:0 Not 01-02 For Bachelor's Degree Technology Management majors. Concentrates on manufacturing management and systems. Focuses on organization/planning, quality assurance, labor relations, cost control, material flow, facilities planning, materials handling, and production processes. Prerequisite: BSTM Matriculation or BSTM advisor approval

TECH 4200 Technology Marketing and Distribution 3:3:0 F Teaches management of marketing, forecasting, and distribution within technical fields. Focuses on market-based profit and customer satisfaction. Applies concepts to technology planning and innovation. Prepares for national distribution certifications.

MEMORANDUM

March 5, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECTS: (1) Report on Utah State University and University of Utah Third Annual Undergraduate Research Poster Session; (2) National Conference on Undergraduate Research

Poster Session

On Thursday, January 23, 2003, Utah State University (USU) and the University of Utah (UU) held their third annual session of "Posters on the Hill: A Celebration of Undergraduate Research" in the rotunda of the Utah State Capitol. The purpose of the poster session was to honor and showcase research projects completed by undergraduates from both institutions. Students worked one-on-one with faculty mentors who oversaw their research projects. The posters gave a visual representation of their research and findings.

The "Posters on the Hill" project has expanded to include more student researchers from both institutions. Dr. Slava Lubomudrov, Director and Senior Associate Dean of the Undergraduate Research Opportunities Program and Undergraduate Studies (UU), organized the University of Utah students whose poster presentations were represented. Dr. Joyce Kinkead, Vice Provost for Undergraduate Studies and Research (USU), and the originator of "Posters on the Hill," oversaw the work submitted by Utah State University students.

Student research covered such topics as: Biconformal Supergravity; Cardiac RGS Protein Structural Determinants and Function; Atom Efficiencies Preparation of Lactones from Carbon Dioxide; Dental Microwear and Stable Carbon Isotope Analysis; GIS and Remote Sensing to Advance Soil Mapping; and Conduction Effects on RIB Turbulators. Also included this year were poster sessions on Representations of Africans from the Middle Ages until the 19th Century in French Literature and Art, A Profile of Consumer Bankruptcy Petitioners, and The Efficient-Market Hypothesis (EMH). While the bankruptcy research found that debtors tended to be young, single and with dependents, the latter found that students who tested the EMH and applied fundamental analysis actually did better in their buy/no buy decisions than the returns of the S&P 500 Index. Clearly, undergraduate research ultimately holds promise for future practices.

Both institutions employed different methods to reach out to legislators. Utah State University students' hometowns were listed in the abstract book, and legislators were informed of the students who come from their regions. The University of Utah listed the name of the high school from which each student graduated. This, too, was an effort to make legislators aware of their ties to the students.

Both institutions agree on what constitutes research. Dr. Kinkead stated that, "By research, we mean not only the laboratory science but also scholarship and creative activity." Utah State University supports, through the Vice President for Research, the Undergraduate Research and Creative

Opportunities (URCO) Grant Program. The URCO supports students' research on campus during the annual "Student Showcase" and out of state at the National Conference on Undergraduate Research. These students present their research and creative work at regional and national discipline-specific conferences as well. Dr. Kinkead sees the poster sessions as a "window on the undergraduate experience at research universities."

National Conference for Undergraduate Research

The University of Utah will host the National Conference on Undergraduate Research, March 13th through the 15th, in 2003. Dr. Lubomudrov will chair the conference whose purpose is to "see, hear, and discuss research and creative work conducted by undergraduate students under faculty supervision." The conference will include oral presentations, poster sessions, and artistic work and performances. Proposals for presenters were solicited from students across the country and from all USHE institutions that support faculty mentoring of undergraduate research and creative work.

Besides the scientific poster sessions, such as Adaptive Unstructured Tetrahedral Mesh, and Purification of Adenovirus for Gene Therapy, undergraduate students will present their creative and artistic work. Topics such as American Culture: How "Patriotic" is the Patriot Act and Validating Rhythmic Analysis of Bartok's Fourth String Quartet represent only a fraction of the work the conference will feature.

Conference organizers will invite high school students to introduce them to undergraduate-level research and creative work. Dr. Lubomudrov views the conference as an opportunity to create local and statewide awareness of higher education's support for faculty-supervised student research and the learning that takes place beyond classroom walls.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Board of Regents recognize the contributions made by Utah State University and the University of Utah in undergraduate research, particularly those of the faculty and students involved in undergraduate research and creative projects. Also, the commitment of both Utah State University and the University of Utah to expand these opportunities to both faculty and undergraduates annually is to be recognized and encouraged.

Cecelia H. Foxley, Commissioner

CHF/DDW/PCS

MEMORANDUM

March 5, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Information Calendar, Academic, Applied Technology, and Student Success Committee

The following items have been submitted by the designated entities for review by the Regents on the Information Calendar of the Academic, Applied Technology, and Student Success Committee. The items submitted by USHE institutions were previously approved by the institutional Boards of Trustees. No action is required by the Regents.

1. Weber State University

Elimination of the Center for Aerospace Technology (CAST)

The Center for Aerospace Technology was created in 1986 for the purpose of designing, developing, and constructing small satellites. During the years of operation the center has been successful and was awarded a Utah Center of Excellence Grant that has resulted in the development of a spin off company, One Stop Satellite Services (OSSS). In 2001, OSSS moved off campus into their own facility. Since CAST is no longer a functioning entity on campus the center is being eliminated.

2. Dixie State College

Elimination of the Aero Technology/Air Flight Program

Due to the recent budget-cutting process and the resignation of the instructor in the Air Flight Program, Dixie State College has found it necessary to eliminate the Aero Technology/Air Flight Program.

3. Name Changes

The following name changes have taken place at the indicated institution.

Institution	Old Name	New Name
Weber State University	Lifestyle Management Major	Human Performance Management Major
Utah Valley State College	LEC English/English as a Second Language Department	Basic Composition/English as a Second Language Department
	LEC Math Department	Department of Developmental Mathematics

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the Information Calendar and raise any outstanding questions. No action is required by the Board.

Cecelia H. Foxley, Commissioner

CHF/GW

MEMORANDUM

March 5, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: R312, Institutional Categories, Accompanying Criteria, and Institutional Missions and Roles - Discussion Item

Issue

The Regents' 2002 Master Planning Task Force on Missions and Roles recommended the development of policy R312, Institutional Categories, Accompanying Criteria, and Institutional Missions and Roles, to incorporate the changes that have occurred in the USHE since 1993. This document is now in the process of being shared at institutions with Boards of Trustees, and feedback being received.

Background

At the November 8, 2002 Board of Regents' meeting proposed policy R312, Institutional Categories, Accompanying Criteria, and Institutional Missions and Roles, was introduced. This is a new policy which replaces two previous policies: R311, Institutional Roles and Missions, and R313, Institutional Categories and Accompanying Criteria.

Between the November 8, 2002 and the January 17, 2003 Board meetings, input was received from several institutions. These revisions were discussed at the January Board meeting, but not all institutions had a chance to discuss the proposed policy with their Boards of Trustees.

The purpose of this policy is to incorporate the changes that have occurred in the USHE institutions and create a comprehensive, system-wide approach to the individual roles of the institutions throughout the system that reflects what is in the best interest of Utah students and citizens.

The policy reflects what is considered appropriate at this point in time and for the near future. However, as situations in Utah change there is an opportunity for institutions to have their mission and role revisited if there are compelling criteria that indicate a revision is in the best interest of the students, the institution and the citizens of Utah.

The policy is continuing to be shared with Boards of Trustees to inform them regarding the direction that seems appropriate for their respective institutions and solicit their feedback. Institutional Presidents and/or Chief Academic Officers should be prepared to communicate this feedback at the Board of Regents' meeting on March 14, 2003. If general agreement is reached on the policy, the Regents may choose to move this item to an action item and approve it. If further deliberation and consideration are needed, appropriate time will be provided.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Board review Policy R312, Institutional Categories, Accompanying Criteria, and Institutional Missions and Roles, receive feedback from the USHE institutions and either approve the policy or continue the dialogue as needed.

Cecelia H. Foxley, Commissioner

CHF/DDW
Attachment

DISCUSSION DRAFT

3-03-03

R312, Institutional Categories, Accompanying Criteria, and Institutional Missions and Roles

R312-1. Purpose

To provide institutional categories, criteria, and mission statements for the institutions in the Utah System of Higher Education.

R312-2. References

- 2.1. Utah Code §53B-6-101 (Master Plan for Higher Education)
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R310, Systemwide Vision and Mission Statement
- 2.4. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. “**Institutional Categories**” – types or categories of institutions have been taken, or adapted from the Carnegie Classification of Institutions of Higher Education: <http://www.carnegiefoundation.org>
- 3.2. “**Mission Statements**” – the general purposes and functions of various institutions
- 3.3. “**Roles and Scope**” – the types and levels of educational programs and services assigned to and offered by the institutions.
- 3.4. “**Faculty Workload**” – the institutional average teaching workload for full-time faculty at the various institutions.

R312-3. Doctorate-granting Institutions: Type I.

- 4.1. Type I institutions typically offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. Doctorate granting institutions in this category generally award 50 or more doctoral degrees per year across at least 15 disciplines. (University of Utah, Utah State University)
 - 4.1.1. **Mission** - The institution's mission is to discover, create, and transmit knowledge through education and training programs at the undergraduate and

graduate/professional levels and through research and development, and service/extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development of the state and the nation.

4.1.2. Land Grant Institution - Through its extension services, a land grant institution may fulfill a community college role in areas of need.

4.2. Programs

4.2.1. Instructional Programs - The institution offers baccalaureate programs, advanced professional training, graduate education of national significance and prominence at the master's and doctoral levels, and associate degrees where appropriate. A strong emphasis exists on research to complement the important teaching role.

4.2.2. Accreditation - National accreditation is a goal for all programs for which this accreditation is available.

4.2.3. Research Programs - High priority is given to research and professional programs which make scholarly and creative contributions to the various disciplines and which support master's and doctoral programs of excellence. High priority is also given to research which results in the development, transfer and potential commercialization of new technology, processes, and products.

4.2.4. Graduate Organization - Graduate study is a distinct organizational element within the institution.

4.3. Faculty

4.3.1. Criteria for Selection, Retention and Advancement - Faculty are selected, retained and promoted on the basis of:

4.3.1.1. evidence of effective teaching,

4.3.1.2. research/scholarly/creative contributions, and

4.3.1.3. service and extension activities.

4.3.2. Educational Preparation - Regular full time tenure track faculty will have earned the appropriate terminal degree for their field and specialty.

4.3.3. Teaching Loads and Research Activities - Average teaching loads are expected to be lower than that of faculty in Type II and Type III institutions, reflecting their necessary involvement with research/scholarly/creative

contributions. Teaching loads will average 18 credit hour equivalents each year, or 9 credit hours each semester.

4.4. Student Admission - Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, e.g., grade point average, and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors.

4.4.1. Land Grant Institution – When a land-grant institution is acting as a community college through its extension efforts, students are granted open admission to associate degree programs with appropriate academic preparatory support.

4.5. Support Services - The institution provides library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

4.6. University of Utah Institutional Mission and Roles Statement (being revised).

4.7. Utah State University Institutional Mission and Roles Statement (being revised)

R312-5. Master’s Colleges and Universities: Type II.

5.1. Type II institutions typically offer a wide range of baccalaureate programs, and are committed to graduate education through the master’s degree. Master’s granting institutions generally award 40 or more master’s degrees per year across three or more disciplines. [No awards above the master’s level are offered.](#) (Weber State University, Southern Utah State University)

5.1.1. Mission - The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs; and selected graduate programs in high demand areas.. Emphasis is placed on teaching, scholarly/creative effort and community service. Scholarly/creative effort is complementary to the teaching role. The institution contributes to the quality of life and economic development of the state and the metropolitan area or region. Student success is supported through developmental programs and services associated with a comprehensive community college.

5.2. Programs

5.2.1. Instructional Programs - The institution offers certificates, diplomas, general education, associate degrees including applied technology education,

baccalaureate degree programs including those built upon strong associate degree programs, and selected professional master's programs. The institution also provides specialized training programs for business and industry. No doctoral programs are offered.

5.2.2. Accreditation - National, regional, and state accreditation is a goal for programs for which such accreditation is available and appropriate for the institution's mission and role.

5.2.3. Scholarly and Creative Efforts - Faculty scholarly and creative efforts which complement and support the teaching and regional/ community service and economic development functions are expected.

5.2.4. Community College Function – Within the organization of the institution there is evidence that the community college function within the institutional mission is identifiable and supported through programs and services. Oversight of and advocacy for this function are discrete components of position descriptions.

5.3. Faculty

5.3.1. Criteria for Selection, Retention and Advancement - It is of primary importance that faculty are selected, retained and promoted on the basis of evidence of effective teaching. Additional criteria include scholarship/professional/creative efforts and service, which complement the teaching role.

5.3.2. Educational Preparation - Regular full time tenure track faculty will have earned/be working toward the appropriate terminal degrees for their field and specialty. Faculty in applied technology or professional fields also have practitioner work experience.

5.3.3. Teaching Loads - Average teaching loads are higher than those of faculty in Type I institutions and somewhat lower than those of faculty in Type III institutions. This is due to the institution having fewer graduate programs and less emphasis on research/scholarship than Type I institutions. Teaching loads will average 24 credit hour equivalents each year, or 12 credit hours each semester.

5.4. Student Admission - Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance (i.e., grade point average) and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors.

5.5. Support Services - The institution provides library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

5.6. Weber State University Institutional Mission and Roles Statement (being revised).

5.7. Southern Utah University Institutional Mission and Roles Statement (being revised).

R312-6. Baccalaureate/Associate Colleges: Type III (A and B)

6.1. Type III institutions are primarily undergraduate colleges with a major emphasis on associate and baccalaureate programs. Certificate programs and business and industry training are also emphasized. [No graduate level course work or awards above the baccalaureate level is offered. \(Utah Valley State College\)](#)

6.A.1. Type IIIA institutions generally award 500 or more baccalaureate degrees per year across at least 20 disciplines, continuing to offer select certificates and associate degrees in response to the requirements of business and industry and the community. [\(Utah Valley State College\)](#)

6.A.1.1. Mission - The institution's mission is to transmit knowledge and skills through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs.. Certificate programs are also offered. Emphasis is placed on teaching, scholarly/creative effort, training, and community service. Scholarly/creative effort is complementary to the teaching role. The institution contributes to the quality of life and economic development of the state and the community. Student success is supported through developmental programs and services associated with a comprehensive community college.

6.A.2. Programs

6.A.2.1. Instructional programs - The institution offers certificates, diplomas, general education, associate degrees including applied technology education, lower division major transfer programs, and baccalaureate degree programs including those built upon strong associate degree programs. Specialized training programs for business and industry are also provided. In addition, where need has been demonstrated and costs are not prohibitive, additional degree programs beyond the baccalaureate degree are offered on Type IIIA campuses by working with Type I and Type II institutions through cooperative agreements or university centers.

6.A.2.2. Accreditation - Regional, state and some specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role.

6.A.2.3. Community College Function – Within the organization of the institution there is evidence that the community college function within the institutional

mission is identifiable and supported through programs and services. Oversight of and advocacy for this function are discrete components of position descriptions.

6.A.3. Faculty

6.A.3.1. Criteria for Selection, Retention and Advancement - Faculty are selected, retained and promoted primarily on the basis of evidence of effective teaching. Secondary criteria include scholarship/professional/creative efforts and service, which complement the teaching role.

6.A.3.2. Educational Preparation - Regular full time tenure track faculty will have earned/be working toward the appropriate terminal degrees for their field and specialty. Faculty in applied technology or professional fields also have practitioner work experience.

6.A.3.3. Teaching Loads - Average teaching loads are higher than those of faculty in Type I and Type II institutions and somewhat lower than those of faculty in Type IIIB institutions. Teaching loads will average 27 credit hour equivalents each year.

6.A.4. Student Admission - All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience may also be factors. Lower division courses are primarily open admissions, while students must meet admissions criteria for upper division courses and programs.

6.A.5. Support Services - The institution provides library services, support services, equipment, and other resources to support lower division programs in applied technology/vocational training and general education, selected baccalaureate programs, and the intellectual needs of students and faculty.

6.A.6. Utah Valley State College Institutional Mission and Roles Statement (being revised).

6.B.1. Type IIIB institutions generally award at least 30 baccalaureate degrees per year across at least three disciplines, with an ongoing emphasis on the community college mission. [No graduate level course work or awards above the baccalaureate level is offered.](#) (Dixie State College of Utah)

6.B.1.1. Mission - The institution's mission is to transmit knowledge and skills primarily through education and training programs at the certificate and associate degree level, including applied technology education programs; and select baccalaureate programs in high demand areas. Emphasis is placed on teaching, training and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.

6.B.2. Programs

6.B.2.1. Instructional programs - The institution offers certificates, diplomas, general education, associate degrees including applied technology education, lower division major transfer programs, and high demand, baccalaureate degree programs including those built upon strong associate degree programs. Transfer programs are intended to prepare graduates to begin upper division work. Specialized training programs for business and industry are also provided. In addition, where need has been demonstrated and costs are not prohibitive, additional degree programs beyond the associate degree are offered on state college campuses by working with Type I and Type II institutions through cooperative agreements or university centers.

6.B.2.2. Accreditation - Regional, state and some specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role.

6.B.2.3. Community College Function – Within the organization of the institution there is evidence that the community college function within the institutional mission is identifiable and supported through programs and services. Oversight of and advocacy for this function are discrete components of position descriptions.

6.B.3. Faculty

6.B.3.1. Criteria for Selection, Retention and Advancement - Faculty are selected, retained and promoted primarily on the basis and evidence of effective teaching and training. Other criteria complementary to the teaching role include service and scholarly/professional/creative efforts.

6.B.3.2. Educational Preparation - Regular full time tenure track faculty will have the appropriate work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper division courses will have earned/be working toward the appropriate terminal degrees for their field and specialty.

6.B.3.3. Teaching Loads - Teaching loads will average 30 credit hour equivalents each year, or 15 credit hours each semester, the same as those of faculty in Type IV institutions.

6.B.4. Student Admission - All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience may also be factors. Lower division courses are primarily open admissions, while students must meet admissions criteria for upper division courses and programs.

6.B.5. Support Services - The institution provides library services, support services, equipment, and other resources to support lower division programs in applied technology/vocational training and general education, selected baccalaureate programs, and the intellectual needs of students and faculty.

6.B.6. Dixie State College of Utah Institutional Mission and Roles Statement (being revised).

R312.7. Community Colleges: Type IV

7.1. Type IV institutions offer associate degrees and certificate programs. No upper division course work or awards above the associate degree-level is offered (Snow College, College of Eastern Utah, Salt Lake Community College)

7.1.1. Mission - The institution's mission is to transmit knowledge and skills primarily through general education; education and training programs at the certificate, diploma, and associate degree levels, including applied technology education programs; and selected lower division major transfer programs. Transfer programs are intended to prepare graduates to begin upper division work. Emphasis is placed on teaching, training, and community service. The institution contributes to the quality of life and economic development of the state and the community. Student success is supported through developmental programs and services associated with a comprehensive community college.

7.2. Programs

7.2.1. Instructional Programs - The institution offers general education; certificates, diplomas, and less-than-baccalaureate associate degrees in applied technology education and, and lower division major transfer programs. Transfer programs are intended to prepare graduates to begin upper division work. Specialized training programs for business and industry are also provided. Where need has been demonstrated and costs are not prohibitive, selected degree programs beyond the associate degree are offered on community college campuses by working with Type I and Type II institutions through cooperative agreements or university centers.

7.2.2. Accreditation - Regional, state and some specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role.

7.3. Faculty

7.3.1. Criteria for Selection, Retention and Advancement - Faculty are

selected, retained and promoted primarily on the basis of evidence of effective teaching and training. Other criteria complementary to the teaching role include service and scholarly/professional/creative efforts.

7.3.2. Educational Preparation - Regular full time tenure track faculty will have the appropriate work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

7.3.3. Teaching Loads - Average teaching loads are somewhat higher than those of faculty in Type II and Type IIIA institutions, because faculty are not involved in upper division and graduate level instruction. Teaching loads will average 30 credit hour equivalents each year, or 15 credit hours each semester, the same as those of faculty in Type IIIB institutions.

7.4. Student Admission - While comprehensive community colleges traditionally have open admissions, incoming students may be tested for course placement, advising, and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental and/or prerequisite courses, and work experience may also be factors.

7.5. Support Services - The institution provides library services, support services, equipment, and other resources to support lower division programs in applied technology and vocational training and general education, and the intellectual needs of students and faculty.

7.6. Snow College Institutional Mission and Roles Statement (being revised).

7.7. College of Eastern Utah Institutional Mission and Roles Statement (being revised).

7.8. Salt Lake Community College Institutional Mission and Roles Statement (being revised).

R313-8. Technical Colleges: Type V

8.1. Type V institutions award certificates and associate of applied technology degrees. General education courses are provided, in partnership, through other Utah System of Higher Education institutions. No general education courses (or prerequisites), nNo upper division course work or awards above the associate degree-level are offered. (Utah College of Applied Technology)

8.1.1. Mission - The institution's mission is to transmit knowledge and skills to meet the needs of business and industry primarily through education and training programs, whether long term, short term or custom designed for specific business and industry needs. These programs provide students with opportunities to enter, reenter, upgrade, or advance in the workplace. To meet this mission the

institution also helps students enhance the necessary basic skills to succeed in technical training programs and provides both short-term and long-term, at the certificate and associate degree levels, through customized short-term training for business and industry, and by providing life-long learning opportunities designed to meet the individual needs of Utah's citizens. Programs are offered in an open-entry, open exit competency-based environment, as an alternative to traditional instruction, using a flexible approach to meeting individual student and business/industry needs.

8.2. Programs

8.2.1. Instructional Programs - The institution offers competency-based certificates and associate of applied technology degrees that result in appropriate licensing, certification, or skill training to qualify students for specific employment in business and industry. The general education components of the associate of applied technology degrees are offered by the other USHE institutions. The institution also provides rapid response to training needs of Utah employers through several programs including specifically designed custom fit training. Competency-based high school diplomas will be offered. In performing these responsibilities, the applied technology college cooperates with local school districts and other higher education institutions.

8.2.2. Accreditation - Regional, state, national and some specialized accreditation is a goal for programs appropriate for the institution's mission and role.

8.3. Faculty

8.3.1. Criteria for Selection, Retention and Advancement - Faculty are selected, retained and promoted primarily on the basis of evidence of appropriate levels of technical knowledge and skills, related industry experience and effective teaching and training. Other criteria complementary to the teaching role include service and creative efforts.

8.3.2. Educational Preparation - Regular full time faculty will have the appropriate work experience and recognized professional credentials for their discipline and teaching level.

8.3.3. Teaching Loads - Teaching loads of technical faculty typically conform to a standard business day; and ongoing daily student contact is are at a somewhat higher level than traditional academic instruction, at a Type IV institution.

8.4. Student Admission - All applied technology colleges have open admissions, though incoming students may be tested for placement, advising, and the ability to benefit from specific courses for financial aid purposes.

8.5. Support Services - The institution provides support services, equipment, and

other resources to support applied technology education programs.

8.6. Utah College of Applied Technology Mission and Roles Statement (to be inserted).

(Approved September 14, 1990, amended May 14, 1993. Proposed merger of Policies and Procedures R311 and R313, submitted November 8, 2002.

MEMORANDUM

March 5, 2002

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Relationship of Policy R401, Approval of New Programs, Program Additions or Program Changes; "Exceptions to the Moratorium on New Programs"; and "Guiding Principles for Program Discontinuation and Personnel Reductions"

Issue

Policy R401, Approval of New Programs, Program Additions or Program Changes, should contain all the information pertinent to the approval of new programs and the process for discontinuing programs.

Background

Policy R401, Approval of New Programs, Program Additions or Program Changes (Attachment 1), was approved by the Board of Regents on November 8, 2002. Since that time two additional documents dealing with programs have been written. Due to the imposed moratorium on new program approvals "Exceptions to the Moratorium on New Programs" (Attachment 2) was developed by the Program Review Committee. This document provides institutions with information regarding criteria for program approvals that would be considered during the moratorium. These criteria have application regarding the evaluation of program proposals even without a moratorium in place.

In addition "Guidelines for Program Discontinuation and Personnel Reductions" (Attachment 3) has been developed in conjunction with the Legislative Higher Education Appropriations Subcommittee and the Regent's committee reviewing program discontinuation chaired by Regent Pamela Atkinson. This document identifies eight criteria to be used when considering program discontinuation. This additional information for identifying programs for discontinuation and ethical treatment of students currently admitted to such programs is provided in this document and is not contained within Policy R401.

As the two documents developed after approval of Policy R401 both contain information relevant to the preparation of program proposals for program approval and the process of discontinuation of programs, it is recommended that they be incorporated into the existing Regent's Policy R401.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Board discuss the three related documents and consider how "Exceptions to the Moratorium on New Programs" and "Guidelines for Program Discontinuation and Personnel Reductions" might be included in the existing Regent's Policy R401, Approval of New Programs, Program Additions or Program Changes.

Cecelia H. Foxley, Commissioner

CHF/DDW
Attachments

MEMORANDUM

March 5, 2003

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: USHE – Proposed 2003-2004 Fee Increases

Issue

USHE officials seek Regent approval for general student fee changes for 2003-2004.

Background

Each year, toward the conclusion of the General Session of the Legislature, USHE officials consult with student leaders to determine the level of general student fees to be assessed during the upcoming year. These fees are charged to all regular students in conjunction with the payment of tuition, and go to support various campus programs such as student activities, student center operations, student computer operations, intercollegiate athletics, and student health programs.

Generally, the Regents have allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. If an institution proposes fee increases that exceed this rate, justification is needed and evidence of student support is required. Students at Weber State University, Snow College, Dixie State College and Utah Valley State College are proposing fee increases in excess of 4.5 percent for 2003-2004. WSU's 4.58 percent proposed increase is only slightly above the 4.5 percent level. Most of the WSU fee increase is to enhance student activity and recreation programs. The 11.1 percent increase at Snow College, or \$30 per year, is related to the financing for additions to the Activity Center. At Dixie State College, a fee increase of 24 percent, or \$70 per year, is being proposed to support computer information systems. At UVSC, the proposed increase is 6.78 percent, or \$24. Most of this increase is to provide increased funding for athletics and student transportation. University of Utah, Utah State University, and Salt Lake Community College officials are proposing fee increases under the 4.5 percent level, with 1.03% or \$6 at the UofU, 3.14 percent or \$16 at USU, and 0.61 percent or \$2 at SLCC. Officials at Southern Utah University and the College of Eastern Utah are not proposing an increase in general fees for 2003-2004.

Attachment 1 shows a summary of proposed fee changes for two semesters at the 15 credit hour level for each USHE institution. Attachment 2 shows each institution's full 2003-2004 fee schedule. Statistics for tuition shown on Attachment 2 incorporate the preliminary first and second-tier tuition increases for 2003-2004. Attachment 3 shows a 10-year history of fee increases for each institution. Attachment 4 includes a letter from the student body president at Utah Valley State College expressing

State Board of Regents
March 5, 2003
Page 2

support for a fee increase in excess of 4.5 percent. Similar letters from student leaders at Weber State University, Snow College and Dixie State College were not received prior to the printing of the agenda and will be hand-carried to the Board meeting.

Students and officials at Dixie State College and the College of Eastern Utah are considering reallocations among existing fees, but no final decisions have been made. If finalized, these additional changes will also be hand-carried to the March 14, 2003 meeting. Some institutions have not yet finalized fee increases with their Boards of Trustees, but this action is scheduled to be completed by March 14.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the attached proposed fee increases, and if satisfied that all increases are necessary and appropriate, approve the fee schedules included in the attachments.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachments

UTAH SYSTEM OF HIGHER EDUCATION

March 5, 2003

Summary of Recommended 2003-2004 Undergraduate Fee Changes

Fifteen Credit Hour Load - Academic Year

Institution and Fee Type	Increase from 2002-2003	
	Dollars	Percent

University of Utah

Athletic	\$1.96	
Health	0.40	
Recreation	0.24	
Computer	2.24	
ASUU	0.44	
Publications	0.08	
Fine Arts	0.04	
Transportation	0.60	
Total Increase	<u>\$6.00</u>	1.03%

Utah State University

Computer	\$7.00	
Music/Theater	1.00	
Campus Recreation	8.00	
Total Increase	<u>\$16.00</u>	3.14%

Weber State University

Activity	\$11.28	
Building	(3.62)	
Athletic	1.74	
Union Bldg	3.58	
Computer	3.08	
Health	1.08	
Recreation	4.86	
Total Increase	<u>\$22.00</u>	4.58%

Southern Utah University

No changes		
Total Increase	<u>\$0.00</u>	0.00%

Snow College

Activity Center	<u>\$30.00</u>	
Total Increase	<u>\$30.00</u>	11.11%

Institution and Fee Type	Increase from 2002-2003	
	Dollars	Percent

Dixie State College

Computer	\$70.00	
<i>Additional reallocations are pending</i>		
Total Increase	<u>\$70.00</u>	24.01%

College of Eastern Utah*No increase, but possible reallocations are pending*

Total Increase	<u>\$0.00</u>	0.00%
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Utah Valley State College

Athletics	\$10.08	
Writing/Math Lab	1.96	
Transportation (UTA)	8.96	
Student Life/Leadership	3.00	
Total Increase	<u>\$24.00</u>	6.78%

Salt Lake Community College

Computer Fee	(\$2.00)	
Student Activities	2.00	
Community Service	1.50	
Recreation	0.50	
Total Increase	<u>\$2.00</u>	0.61%

UTAH SYSTEM OF HIGHER EDUCATION

March 5, 2003

PROPOSED 2003-2004 UNDERGRADUATE STUDENT TUITION AND FEES

Fifteen Credit Hour Load - Academic Year

U of U	USU	WSU	SUU	Snow	Dixie	CEU	UVSC	SLCC
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Proposed Tuition (includes First and Second-tier Increases - amounts are preliminary and subject to revision)

Resident Students	3,057.00	2,545.00	2,132.00	2,332.00	1,371.00	1,416.00	1,406.00	2,109.00	1,696.00
Nonresident Students	10,703.68	8,420.00	7,456.00	7,696.00	6,072.00	6,192.00	5,890.00	7,384.00	5,940.00

Proposed Fees

						<i>See note (1)</i>	<i>See note (1)</i>		
Student Activity	41.20	49.50	110.00	75.50	44.30			68.60	43.00
Building Fee	131.80	126.00	102.22	213.00	60.00			136.92	111.00
Athletic Fee	90.52	98.50	82.20	81.00	42.00			54.88	35.00
Union Building Fee			96.12	15.00	32.30			60.20	54.00
Med. or Health / Ins.	34.24	52.00	40.44	10.50	9.60			4.00	12.00
Recreation / Intramural	25.48	37.00	46.32		12.00				6.50
Regis. By Telephone									
Wellness Center								13.16	
Activity/Stud Serv Cntr				2.00	57.00			3.64	31.00
Alumni Fee									
Departmental Activity									7.00
Library		22.00							
I.D. cards				3.00					8.00
Testing Center									
Computer	195.04	113.00	21.70	60.00	21.90			22.68	8.00
Publications	6.68								3.00
Transcript			3.00						
Transportation	26.40	16.00						8.96	
Unexpended Plant									
Communications					6.00				
Student Organizations									
Technology		4.00							8.00
Theater/Music/Fine Arts	1.84	8.00		2.00	14.90				
Police									
Newspaper									
Athletic Center									
Writing/Math Lab								1.96	
Student Life/Leadership								3.00	
Community Service									1.50
Fuel and Power	35.00								
Total Fees	588.20	526.00	502.00	462.00	300.00	361.60	334.00	378.00	328.00

Total Proposed Undergraduate Tuition and Fees

Resident Students	3,645.20	3,071.00	2,634.00	2,794.00	1,671.00	1,777.60	1,740.00	2,487.00	2,024.00
Nonresident Students	11,291.88	8,946.00	7,958.00	8,158.00	6,372.00	6,553.60	6,224.00	7,762.00	6,268.00
Fees as a % of Resident Undergraduate Tuition	16.14%	17.13%	19.06%	16.54%	17.95%	20.34%	19.20%	15.20%	16.21%

Notes:

- (1) The distribution of fees across these categories is still pending review, and will be hand-carried to the meeting.
- (2) There are twenty-six graduate programs for which the Regents have authorized a special tuition rate. They are as follows: UU - Nursing, Pharmacy, Physical Therapy, Occupational Therapy, Clinical Dietetics, Audiology, Speech and Language Pathology, Business, Teaching and Learning; Education, Culture and Society, Special Education, Physician Assistant, Architecture; USU - Business Administration, Accountancy, Business Information Systems and Education, Social Science with a specialization in Human Resource Management, Speech-Language Pathology, Audiology; WSU - Accountancy, Business Administration, Criminal Justice; SUU - Accountancy, Business Administration, Fine Arts.

UTAH SYSTEM OF HIGHER EDUCATION

March 5, 2003

HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

1994-1995 through 2003-2004 Proposed

Fifteen Credit Hour Load -- Academic Year

Ten Year History and Proposed 2003-2004 Amounts by Institution

	1992-93	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	Proposed 2003-04
U of U	\$353.40	\$426.90	\$434.40	\$440.10	\$448.80	\$500.00	\$512.00	\$525.70	\$540.24	\$582.20	\$588.20
USU	336.00	372.00	381.00	387.00	408.00	430.00	443.00	456.00	467.50	510.00	526.00
WSU	339.00	366.00	393.00	402.00	417.00	426.00	436.00	448.00	466.00	480.00	502.00
SUU	357.00	390.00	393.00	414.00	414.00	429.00	441.00	454.00	462.00	462.00	462.00
Snow	246.00	270.00	270.00	270.00	270.00	270.00	270.00	270.00	270.00	270.00	300.00
DSC	282.00	291.60	291.60	291.60	291.60	291.64	291.58	291.60	291.60	291.60	361.60
CEU	247.50	271.50	285.00	310.50	310.50	318.20	328.00	328.00	328.00	334.00	334.00
UVSC	252.50	261.70	264.70	280.00	280.00	301.84	318.00	320.00	340.00	354.00	378.00
SLCC	246.00	252.00	252.00	255.00	264.00	270.00	272.00	274.00	326.00	326.00	328.00
USHE ⁽¹⁾	\$295.49	\$322.41	\$329.41	\$338.91	\$344.88	\$359.63	\$367.95	\$374.14	\$387.93	\$401.09	\$419.98

Ten Year History and Proposed 2003-2004 Percent Change from Prior Year by Institution

	1992-93	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	Proposed 2003-04	Average Yearly % Change ⁽¹⁾
U of U	6.13%	1.79%	1.76%	1.31%	1.98%	11.41%	2.40%	2.68%	2.77%	7.77%	1.03%	4.63%
USU	4.67%	5.08%	2.42%	1.57%	5.43%	5.39%	3.02%	2.93%	2.52%	9.09%	3.14%	3.58%
WSU	4.63%	4.27%	7.38%	2.29%	3.73%	2.16%	2.35%	2.75%	4.02%	3.00%	4.58%	3.29%
SUU	3.48%	3.17%	0.77%	5.34%	0.00%	3.62%	2.80%	2.95%	1.76%	0.00%	0.00%	2.95%
Snow	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	11.11%	0.89%
DSC	10.59%	3.40%	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.00%	24.01%	1.38%
CEU	3.77%	5.48%	4.97%	8.95%	0.00%	2.48%	3.08%	0.00%	0.00%	1.83%	0.00%	3.27%
UVSC	3.06%	3.64%	1.15%	5.78%	0.00%	7.80%	5.35%	0.63%	6.25%	4.12%	6.78%	3.37%
SLCC	0.00%	2.44%	0.00%	1.19%	3.53%	2.27%	0.74%	0.74%	18.98%	0.00%	0.61%	2.94%
USHE ⁽¹⁾	4.15%	3.25%	2.17%	2.88%	1.76%	4.28%	2.31%	1.68%	3.69%	3.39%	4.71%	3.02%

(1) Simple averages.

MEMORANDUM

March 6, 2003

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: USHE – Capital Improvements Priorities for 2003-2004

Issue

Attached for review and approval of the Regents is the Capital Improvement priority list for 2003-2004 to be submitted to the State Building Board for consideration.

Background

Each year following the Legislative Session, the State Building Board allocates to state agencies capital improvements funding to assist in the repair and improvement of state-owned capital facilities. This year the Legislature appropriated \$42,714,700. It is expected the USHE will actually receive approximately 60 percent of the state appropriation, or about \$26 million. It is anticipated that the State Building Board will make final allocations of this funding on May 7, 2003.

The Regents have the statutory responsibility of making recommendations to the State Building Board regarding the allocation of capital improvements funding within the USHE. The Regents have traditionally considered the following factors when determining proposed allocations: gross square footage of space being maintained (E&G space only), estimated replacement costs of such space, the age of campus buildings, safety and emergency conditions, programmatic needs, and recent history of improvement funding. The attached list of priorities has been developed based on these same factors by each USHE institution in cooperation with the Division of Facilities Construction and Management.

Recommendation

It is the recommendation of the Commissioner that the Regents approve the list of Capital Improvement priorities for 2002-2003 and authorize its submission to the State Building Board.

Cecelia H. Foxley, Commissioner

Attachments
CHF/MS/jv

Utah System of Higher Education
2003 Capital Improvement Recommendation

Tab H, Attachments

Institution	Project	Amount	Rank	Type
University of Utah				
	Park Building Structural Study and Cornice Repair	\$400,000	1	Regular
	Graduate School of Social Work Building Elevator Replacement	\$345,900	2	Regular
	School of Medicine Fume Hood Upgrade - Phase II Construction	\$1,352,100	3	Life Safety
	Fort Douglas Infrastructure - Phase VI	\$500,000	4	Regular
	Life Sciences Fire Detection and Suppression System Upgrades	\$365,000	5	Life Safety
	Kennecott Building Fire Detection and	\$378,000	6	Life Safety
	Electrical Systems Improvements - Phase III	\$501,300	7	Regular
	HPER Fire Detection and Suppression System	\$165,800	8	Life Safety
	HPER Building (096) Cooling Tower Replacement	\$384,000	9	Regular
	Chemistry Building Chiller Replacement	\$252,000	10	Regular
	Energy & Mineral Research (061) Chiller Replacement	\$175,000	11	Regular
	Social & Behavioral Sciences Building Deterioration & Seismic Repairs	\$120,400	12	Regular
	Nursing Building Fire Suppression System	\$592,800	13	Life Safety
	HVAC Control Systems	\$350,000	14	Regular
	Biology Bldg: Energy Conservation Measures	\$672,300	15	Regular
	High Temperature Water Lines (HTW) Replacement - Phase I	\$1,300,000	16	Regular
	Student Services Building Glazing Repair; Structure & Seals	\$914,000	17	Regular
	Campus-Wide Fire Detection and Suppression Systems Upgrade - Phase II	\$900,000	18	Life Safety
	Wintrobe Research Building Fume Hood Exhaust System Upgrade	\$533,232	19	Life Safety
	Life Sciences Fume Hood Exhaust System Upgrade	\$190,440	20	Life Safety
	Life Sciences Building HVAC Upgrade	\$993,800	21	Regular
	Milton Bennion Hall HVAC Upgrade - Phase 1	\$957,100	22	Regular
	Shower and Eye Wash Station Upgrade - Campus Wide	\$60,500	23	Life Safety
	Browning Building Exterior Wall Repair	\$655,822	24	Regular
	Emergency Exit Lighting and Signage - Campus Wide	\$9,600	25	Life Safety
	School of Medicine Steam Pipe Replacement	\$128,578	26	Regular
	Eccles Health Science Library Loading Dock Bridge/SOM Exterior Stair Repair	\$568,650	27	Regular
	Merrill Engineering Chiller Replacement	\$260,000	28	Regular
	Chemistry Building Cooler Tower Replacement	\$372,000	29	Regular
	Marriott Library Elevator Replacement	\$342,593	30	Regular
	Roofing: Various Buildings	\$1,407,000	NR	Roofing
	Paving: Misc Paving Projects	\$705,000	NR	Paving
	Hazardous Materials: Misc. Asbestos Abatement Projects	\$25,000	NR	Hazardous
	Total	\$16,877,915		
Utah State University				
	Tunnel Extension - Edith Bowen Area	\$1,000,000	1	Regular
	Natural Resources Chiller	\$350,000	2	Regular
	Buried Natural Gas Pipe Replacement	\$100,000	3	Regular
	Old Heat Plant Tank Removal	\$50,000	4	Regular
	Steam/Condensate Pipe Replacement	\$350,000	5	Regular
	Nutrition & Food Science Fire Alarm Upgrade	\$150,000	6	Regular

Utah System of Higher Education
2003 Capital Improvement Recommendation

Tab H, Attachments

Institution	Project	Amount	Rank	Type
Utah State University (cont.)				
	Spectrum Chiller	\$400,000	7	Regular
	Lundberg Fire Escape	\$50,000	8	Regular
	New Well	\$350,000	9	Regular
	Vet. Sci. Fire Pumps & Generator	\$350,000	10	Regular
	Military Science Renovation	\$1,145,000	11	Regular
	FA Ceiling Tile Replacement	\$60,000	12	Regular
	HPER Upgrades (floors, A/C, locks, steam, fire alarm)	\$1,200,000	13	Regular
	Stores Renovation	\$1,500,000	14	Regular
	ASTE Mechanical Upgrades	\$500,000	15	Regular
	SCADA Upgrades	\$300,000	16	Regular
	Controls Upgrades	\$200,000	17	Regular
	Education Overhead Fire Doors Replacement	\$80,000	18	Regular
	Old Heat Plant Asbestos Removal	\$800,000	19	Regular
	Old Heat Plant Demolition	\$200,000	20	Regular
	Roofing: Various Buildings	\$694,500	NR	Roofing
	Paving: Misc Paving Projects	\$295,000	NR	Paving
	Hazardous Materials: Old Steam Tunnel Asbestos Abatement	\$175,000	NR	Hazardous
	Total	\$10,299,500		
Weber State University				
	McKay Education Bldg. HVAC Renovation	\$1,407,000	1	Regular
	Potable Water & Heating System Line Replacement Phase 1	\$350,000	2	Regular
	Science Lab Concrete Walkway Replacement	\$255,000	3	Regular
	Mechanical Room Ventilation	\$65,000	4	Regular
	Lampros Hall HVAC Renovation	\$450,000	5	Regular
	Building Equipment Access	\$76,000	6	Regular
	Chilled Water Line Replacement	\$150,000	7	Regular
	Concrete Repair & Replacement	\$300,000	8	Regular
	Browning Center: Theater Rigging System Replacement	\$495,000	9	Regular
	Science Lab: Fume Hood & Exhaust System Replacement	\$260,000	10	Regular
	Exterior Handrail Modifications & Replacement	\$399,000	11	Regular
	Coating of Tube Sheets--Campus Chillers	\$65,000	12	Regular
	Irrigation System Upgrades	\$650,000	13	Regular
	Storm Sewer System Improvements	\$136,000	14	Regular
	Stewart Library: Service Elevator Replacement	\$160,000	15	Regular
	Browning Center: Auditorium HVAC Upgrades	\$410,000	16	Regular
	Replace Generator Storage Tanks	\$90,000	17	Regular
	Automation Center: HVAC Renovation	\$32,000	18	Regular
	Campus Entry Road Modifications	\$400,000	19	Regular
	Roofing: Various Buildings	\$397,000	NR	Roofing

Utah System of Higher Education
2003 Capital Improvement Recommendation

Tab H, Attachments

Institution	Project	Amount	Rank	Type
Weber State University (cont.)				
	Paving: Misc Paving Projects	\$110,000	NR	Paving
	Hazardous Materials: Science Lab Building Soil Remediation	\$242,000	NR	Hazardous
	Total	\$6,899,000		
Southern Utah University				
	South Main Steam Trunk Line Replacement and Utility Tunnel Extension	\$160,000	1	Regular
	Multipurpose Facility Elevator	\$150,000	2	Regular
	Condition Assessment Repairs	\$200,000	3	Regular
	Centrum Arena Floor	\$95,000	4	Regular
	South Hall Remodel	\$1,500,000	5	Regular
	Smart Classrooms Wiring Technology	\$150,000	6	Regular
	Auditorium Seating Replacement	\$220,000	7	Regular
	Heat Plant and Plant Operation Emergency Generator	\$150,000	8	Regular
	HVAC Building Controls	\$100,000	9	Energy
	Harris East Wing Structural Improvement	\$150,000	10	Regular
	Old Main Seismic Repairs	\$1,500,000	11	Regular
	Old Main Utility Upgrade	\$1,000,000	12	Regular
	Child Development Lab Replacement	\$200,000	13	Regular
	Pedestrian Tunnel Under Center Street	\$500,000	14	Regular
	Campus Outdoor Lighting	\$150,000	15	Energy
	Campus Indoor Lighting	\$70,000	16	Energy
	West Stadium Completion	\$325,000	17	Regular
	Observatory Improvements	\$170,000	18	Regular
	Other Repairs and Improvements on Campus	\$645,000	19	Regular
	Roofing: Various Buildings	\$772,000	NR	Roofing
	Paving: Main Parking Paving Repairs	\$75,000	NR	Paving
	Total	\$8,282,000		
Snow College				
	Campus Tunnel Upgrade	\$340,000	1	Regular
	Business Building: HVAC Upgrade and Bldg Renovation	\$600,000	2	Regular
	Family Life Bldg: HVAC Upgrade	\$150,000	3	Regular
	Library Power Upgrade	\$75,000	4	Regular
	Relocate Radio Tower	\$26,000	5	Regular
	Upgrade Boilers and Retrofit Coal Burner	\$600,000	6	Regular
	Activity Center: HVAC Upgrade	\$250,000	7	Regular
	Activity Center: Storage Addition	\$250,000	8	Regular
	Richfield: Property Fencing	\$90,000	9	Regular
	Computerized Irrigation Water System	\$100,000	10	Regular
	Electrical Upgrade	\$150,000	11	Regular
	Convert old Coal Boiler to Co-Generation System	\$1,500,000	12	Regular
	Campus Lighting	\$100,000	13	Regular
	Richfield: Exterior Light Upgrade	\$108,000	14	Regular

Utah System of Higher Education
2003 Capital Improvement Recommendation

Tab H, Attachments

Institution	Project	Amount	Rank	Type
Snow College (cont.)				
	Roofing: Various Buildings	\$190,000	NR	Roofing
	Paving: Misc Paving Projects	\$75,000	NR	Paving
	Hazardous Materials: Misc. Projects	\$110,000	NR	Hazardous
	Total	\$4,714,000		
Dixie State College				
	100 S. Street Roadway Crossing Improvement	\$500,000	1	Regular
	Graff Building: Remodel and Code Upgrade	\$350,000	2	Regular
	Campus Fire Alarm System Improvement	\$380,000	3	Regular
	Main Campus Chiller Plant: Replace 566 Ton R-12 Unit	\$680,000	4	Regular
	Campus Parking and Lighting Improvements	\$320,000	5	Regular
	Campus Emergency Power and Emergency Lighting	\$350,000	6	Regular
	Cox Auditorium: Theatrical Lighting System Replacement	\$95,000	7	Regular
	Smith's Computer Center: Laboratory Lighting Replacement	\$47,000	8	Regular
	Encampment Mall: Soil and Turf Improvements	\$180,000	9	Regular
	Whitehead Center: Remodel Vacated Kitchen Space	\$177,000	10	Regular
	Hurst Field: Upgrade Building Dewatering System	\$85,000	11	Regular
	Roofing: Various Buildings	\$1,200,000	NR	Roofing
	Paving: Main Parking Paving Repairs	\$100,000	NR	Paving
	Total	\$4,464,000		
College of Eastern Utah				
	Price: Replace 450 feet of Tunnel System and Infrastructure	\$995,500	1	Regular
	Price: Upgrade High Voltage Distribution System	\$255,800	2	Regular
	Blanding Counseling Testing Center: Upgrade Code Issues	\$37,400	3	Regular
	Blanding: Various Buildings Upgrade ADA and Other Code Issues	\$70,000	4	Regular
	Price PE Building: Install Chilled Water System Extension	\$71,900	5	Regular
	Price SAC Bldg: Remodel	\$55,800	6	Regular
	Price & Blanding: Emergency Telephone Stations	\$80,000	7	Regular
	Blanding: ADA Access and Water Drainage Problems	\$41,300	8	Regular
	Blanding: New Maintenance Shop	\$132,900	9	Regular
	Price & Blanding: Emergency Generators and Egress Lighting	\$276,700	10	Regular
	Price Business Bldg: Address Items on Condition Assessment	\$269,100	11	Regular
	Price PE Building: Address Items on Condition Assessment	\$200,900	12	Regular
	Price Career Cntr: Address Items on Condition Assessment	\$138,900	13	Regular
	Price Library: Address Items on Condition Assessment	\$42,000	14	Regular
	Price Art Bldg: Address Items on Condition Assessment	\$18,600	15	Regular
	Price Music Bldg: Address Items on Condition Assessment	\$46,900	16	Regular
	Price P&R Bldg: Address Items on Condition Assessment	\$149,300	17	Regular
	Price SAC Bldg: Address Items on Condition Assessment	\$242,000	18	Regular
	Roofing: Various Buildings	\$401,000	NR	Roofing
	Paving: Science/Purchasing Building Parking Slurry	\$45,000	NR	Paving
	Total	\$3,571,000		

Utah System of Higher Education
2003 Capital Improvement Recommendation

Tab H, Attachments

Institution	Project	Amount	Rank	Type
Utah Valley State College				
	Domestic and HVAC Hot Water Pipe & Valve Replacement	\$573,000	1	Regular
	Energy Conservation Freeze Prevention	\$177,000	2	Regular
	Replace Exterior Steel Panels	\$210,000	3	Regular
	Irrigation Pond Concrete Lining Replacement	\$497,000	4	Regular
	Science Building Renovation and Addition	\$1,487,000	5	Regular
	ADA and Other Code Upgrades	\$276,000	6	Regular
	Replace Natural Gas HVAC Units with Energy Efficient Units	\$77,000	7	Regular
	Install Energy Monitors and Light Sensors	\$465,000	8	Regular
	Rewire Bldg. to Cat 6 Wire for Voice and Data	\$500,000	9	Regular
	Replace and Install New LED Exit Signs	\$139,000	10	Regular
	Upgrade Drinking Fountains	\$29,000	11	Regular
	Upgrade Landscaping to Low Water Usage Landscaping	\$364,000	12	Regular
	Upgrade Handrails to Meet Code	\$823,000	13	Regular
	Replace Doors with Fire Rated Doors	\$17,500	14	Regular
	Interior Painting	\$79,000	15	Regular
	Upgrade Mow Strips	\$107,000	16	Regular
	Maintenance Shop Replacement	\$175,000	17	Regular
	Replace Sky Lights	\$270,000	18	Regular
	Add Lateral Supports to Library Shelving	\$17,000	19	Regular
	Reinforce Structures to Meet Code	\$197,000	20	Regular
	Install ADA Audio System on Elevators	\$12,000	21	Regular
	Install ADA Signs	\$5,000	22	Regular
	Exterior Bldg. Renovation	\$107,000	23	Regular
	Fill in Chiller, Boiler, Cooling that was Removed	\$210,000	24	Regular
	Roofing: Various Buildings	\$691,000	NR	Roofing
	Paving: Parking Lot J1/G Paving Repair, Main Parking Slurry	\$165,000	NR	Paving
	Total	\$7,669,500		
Salt Lake Community College				
	So. City: Upgrade Bleachers	\$175,000	1	Regular
	So. City: Upgrade Stairs/Walkways and Landscaping	\$475,000	2	Regular
	Redwood Student Center: Install Fire Rated Corridor Doors	\$260,000	3	Regular
	Redwood Construction Trades: Upgrade Fire Rated Corridor Doors	\$210,000	4	Regular
	Redwood: Construct Pedestrian Bridge at Northeast Side of Campus	\$172,800	5	Regular
	Redwood: Construction Trades: Upgrade Guard Rails	\$15,200	6	Regular
	Redwood Alder Amphitheater: Create Sidewalk Curb Cut	\$2,700	7	Regular
	Redwood Construction Trades: Corridor Upgrade	\$6,000	8	Regular
	Redwood Heating Plant: (ADA) Seismic Beams Walkway Upgrade	\$5,500	9	Regular
	Redwood Heating Plant: Interior Stair Climbers	\$9,700	10	Regular
	Redwood Institutional Residence: Create Patio Entry Ramp	\$4,700	11	Regular
	Redwood Student Center: Revise Site Step Handrails	\$1,900	12	Regular
	Redwood Technology Building: Replace Exit Signs and Egress Lighting	\$61,900	13	Regular

Institution	Project	Amount	Rank	Type
Salt Lake Community College (cont.)				
	Redwood Lifetime Activities: Upgrade Fire Rated Corridor Doors	\$43,300	14	Regular
	Redwood Construction Trades: Pedestrian Bridge Repair	\$35,000	15	Regular
	Redwood Applied Technology: Caulking on Flashing Perimeter of Roofs	\$8,000	16	Regular
	Redwood Business Building: Caulk Flashing on Perimeter of Roofs	\$8,500	17	Regular
	Redwood: Replace Grates in Tunnel	\$29,000	18	Regular
	Redwood Applied Technology: Install Eyewash Fountains	\$17,400	19	Regular
	Redwood Applied Technology: Upgrade Fire Rated Corridor Doors	\$86,700	20	Regular
	Redwood Applied Technology: Upgrade Guardrails	\$22,500	21	Regular
	Redwood Construction Trades: Install Adequate Eyewash Fountains	\$22,800	22	Regular
	Redwood Lifetime Activities: Upgrade Fire Rated Corridor Doors	\$43,300	23	Regular
	Redwood Student Center: Install Fire Rated Corridor Doors	\$260,000	24	Regular
	Other Repairs and Improvements Identified by Condition Assessments	\$1,342,200	25	Regular
	Roofing: Various Buildings	\$1,040,000	NR	Roofing
	Paving: Misc. Slurry	\$120,000	NR	Paving
	Total	\$4,479,100		
Utah College of Applied Technology				
	BATC: HVAC and Roof Replacement	\$800,000	1	Regular
	BATC: Security Upgrades	\$200,000	2	Regular
	BATC: Resurface Floors in Trade and Industry Labs	\$180,000	3	Regular
	BATC: Fill-in North Ditch	\$45,000	4	Regular
	BATC: Replace Clerestory Weather Stripping and Glass	\$12,500	5	Regular
	DATC: HVAC Conversion and Water System Replacement	\$175,000	6	Regular
	DATC: New Parking Lot	\$150,000	7	Regular
	DATC: Laurelwood Entrance to DATC	\$95,000	8	Regular
	DATC: Student Foyer Remodel	\$350,000	9	Regular
	DATC: Security System Upgrades	\$65,000	10	Regular
	DATC: Landscape and Re-Route 550 East	\$100,000	11	Regular
	DATC: Carpet Replacement	\$126,000	12	Regular
	DATC: Paint	\$100,000	13	Regular
	OWATC: Business Bldg. Replace Carpet	\$200,000	14	Regular
	OWATC: Children's School South HVAC Upgrade	\$133,000	15	Regular
	OWATC: Gymnasium HVAC Upgrade	\$133,000	16	Regular
	OWATC: Cosmetology HVAC Upgrade	\$133,000	17	Regular
	OWATC: Campus Wide Culinary Water Repairs	\$280,000	18	Regular
	OWATC: Gymnasium Window Upgrades	\$180,000	19	Regular
	OWATC: Gymnasium Sound Issues	\$100,000	20	Regular
	OWATC: Front Entrance	\$500,000	21	Regular
	OWATC: Child School, Community Services, Csmtlgy Fire Alarm	\$200,000	22	Regular
	OWATC: Children's School North and South Electrical Upgrade	\$280,000	23	Regular
	Southeast ATC: CEU Science Bldg. Renovation	\$1,500,000	24	Regular
	UBATC: Welding Shop Ventilation System Improvements	\$400,000	25	Regular

Utah System of Higher Education
2003 Capital Improvement Recommendation

Tab H, Attachments

Institution	Project	Amount	Rank	Type
Utah College of Applied Technology (cont.)				
	UBATC: Heating and Cooling Controls	\$60,000	26	Regular
	Roofing: Various Buildings	\$1,353,000	NR	Roofing
	Paving: Misc Paving Projects	\$137,000	NR	Paving
	Hazardous Materials: UBATC-Welding Shop Smoke & Fume Exhaust	\$245,000	NR	Hazardous
	Total	\$8,232,500		
	USHE Total 2003-2004 Request	\$75,488,515		

MEMORANDUM

March 5, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE – Proposed Revisions to Policy R513, *Tuition Waivers and Reductions*

Issue

Regents are asked to approve revisions to Policy R513, *Tuition Waivers and Reductions*, to implement the new category of nonresident tuition waivers authorized by the 2003 Legislature in House Bill 75, *Nonresident Tuition for Higher Education Amendments*.

Background

As the Regents are well aware, the 2002 Legislature passed HB 331 to create more stringent requirements for out-of-state students seeking residency for tuition purposes by requiring them to complete 60 semester credit hours, or the equivalent of two academic years of full-time study, while maintaining continuous residency in Utah. Because of pressures to balance the budget, this bill carried a fiscal note estimating that tuition revenue at six USHE institutions would increase by \$5 million based on the assumption that lengthening the time to residency for out-of-state students would increase the number of students paying nonresident tuition. As a result of the estimated increase in tuition revenue, the Legislature removed \$5 million of ongoing tax funds from the budgets of these six institutions. In most instances, the estimated additional revenue failed to materialize. As reported to the Regents in November, the revenue shortfall was equivalent to 916 nonresident students, or \$4.9 million (see Attachment 1).

To address the shortfall, Regents and USHE officials have worked with the Legislature to pass a waiver program that will assist some institutions as they work with students to transition to the new residency requirements. The bill (Attachment 2) authorizes the Board of Regents and USHE institutions to grant up to 500 merit-based tuition scholarships for the nonresident portion of tuition for nonresident students who have not previously enrolled in a USHE institution. The nonresident portion of tuition refers to the surcharge that nonresident students pay in addition to the resident rate. HB 75 limits the amount of 250 scholarships to only half of the nonresident portion of tuition. The remaining 250 scholarship waivers may be for the full nonresident portion. However, the bill prohibits the counting of students for enrollment funding if a student receives a waiver for more than 50 percent of the nonresident portion of tuition. The legislation also specifies desired outcomes for the scholarships, such as assisting auxiliary operations, promoting enrollment of nonresident students with high aptitudes, and effectively transitioning to the more stringent residency requirements. The 500 additional nonresident waivers are repealed after five years.

State Board of Regents
March 5, 2003
Page 2

Pages 4 through 6 of Attachment 2 contain proposed revisions to policy R513 to implement HB 75. The initial reaction to this measure by institutions has been somewhat mixed. One group of institutions sees the additional waivers as an essential tool to maintain nonresident enrollments during a period of transition to more stringent standards. The primary incentive for these institutions is the ability to attract students they believe would not otherwise attend their institutions. These additional students therefore bring additional money in the form of the resident portion of tuition as well as revenues to auxiliary enterprises on campus and the local economy. Other institutions, although impacted by HB 75, do not see an advantage in waiving a portion of the nonresident tuition for students who they feel may attend their campus in any event. The impact of the new residency standards has been less at a third group of institutions, minimizing their need for a transition instrument. Because these various positions continue to be sorted out, the distribution of the 250 scholarships for up to the full nonresident portion and 250 for up to half of the nonresident portion is still being considered. A recommended distribution will be presented at the March 14 meeting.

Policy Implications

The proposed policy revisions add a seventh class of nonresident waivers. Included in the proposed revisions to R513 is language that allows the Office of the Commissioner to reallocate unused waivers to another institution. However, because the HB 75 waivers are limited to a five-year period, institutions will need to manage their utilization to ensure an effective transition.

In addition, HB 75 specifies that students receiving this category of waiver for more than half of the nonresident differential are not to be counted against the enrollment funding target. In other words, these students are to be self-supporting for state funding purposes. The condition contained in HB 75, which excludes students who receive a certain level of waiver from being eligible for state support, is a new, temporary category of self-supporting enrollment. It should be noted that in the enrollment funding formula, all nonresident students are presumed to pay the nonresident tuition rate. The undergraduate nonresident tuition rate in most institutions is equal to or more than the enrollment funding factors. This means that from the practical sense of the enrollment funding formula, nonresident students are already self-supporting. In cases where nonresident tuition exceeds the enrollment funding factors, nonresident students subsidize resident students.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the proposed revisions to Policy R513, *Tuition Waivers and Reductions*, and after receiving and considering the recommended distribution of the 500 scholarships which will be hand carried to the meeting, approve the policy revisions and recommended scholarship distribution.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachments

HB 331 Impact on USHE Non-resident Enrollment

November 8, 2002

Background

During the 2002 General Session, the Utah Legislature passed HB 331, *Nonresident Tuition for Higher Education*, enacting more stringent standards to gain residency status for tuition purposes for out-of-state students. More specifically, HB 331 eliminated former provisions requiring one-year continuous domicile for an out-of-state to gain residency for tuition purposes. Instead, the bill instituted requirements that students maintain continuous domicile in Utah during the period in which they earn 60 semester credit hours from a Utah institution. The bill carried a fiscal note showing that six of the nine USHE institutions would gain, in total, \$5 million in tuition collections due to the stricter residency requirements. As a result, appropriations bills removed \$5 million in state tax funds from the base budgets of these six institutions.

Impact on Fall 2002 enrollments

Based on the Fall 2002 Third-week Enrollment Report, the Office of the Commissioner of Higher Education reports the following:

- Among system institutions, non-resident enrollment has increased for the 2002-2003 academic year, by 289 headcount – from 11,436 to 12,088 – and by 16 annualized FTE – from 10,814 to 10,830 (See Tables 1 and 2).
- Although nonresident enrollments have increased, they have not increased enough to generate all the additional tuition revenue presumed in HB 331. In order to generate the \$5 million, HB 331 assumed nonresident budget-related annualized FTE would increase by about 932 students. With actual growth of only 16 annualized non-resident FTE students, institutions face a tuition revenue shortfall equivalent to 916 non-resident students, or about \$4.9 million (See Table 2).
- First-time non-resident enrollees are also down slightly, but this varies from institution to institution. USU showed the greatest decrease in first-time non-resident freshman, followed by UVSC and CEU. However, Snow College and SLCC reported significant increases. Other institutions appeared to be relatively unaffected compared to the number of first-time nonresident freshman in the prior two years (See Table 3).

Table 1.
Fall Nonresident Enrollment (Headcount)

	Fall 2000	Fall 2001	Fall 2002
UU	3,588	3,717	3,851
USU	2,552	2,362	2,413
WSU	1,045	1,261	1,352
SUU	509	526	521
Snow	244	239	275
DSC	538	673	751
CEU	94	85	62
UVSC	2,121	2,335	2,539
SLCC	745	890	613
Total	11,436	12,088	12,377

Table 2.
Annualized Budget-related Nonresident FTE Student Enrollment and HB 331 Fiscal Note

	2000-2001	2001-2002	2002-2003	1-year Increase/ (Decrease)	HB 331 Fiscal Note Presumed FTE Increase	HB 331 Fiscal Note
UU	3,475	3,701	3,954	253	278	\$1,760,400
USU	2,462	2,383	2,359	(24)	241	\$1,304,300
WSU	722	746	750	4	87	\$423,100
SUU	513	546	535	(11)	57	\$282,300
Snow	254	240	267	27	n/a	\$0
DSC	365	388	402	14	41	\$180,500
CEU	104	88	67	(21)	n/a	\$0
UVSC	1,864	1,998	2,005	7	228	\$1,049,400
SLCC	601	724	491	(233)	n/a	\$0
Total	10,360	10,814	10,830	16	932	\$5,000,000

Table 3.
Nonresident First-time Freshman (headcount)

	Fall 2000	Fall 2001	Fall 2002
UU	439	441	422
USU	469	406	338
WSU	234	243	252
SUU	158	182	141
Snow	125	142	166
DSC	211	190	195
CEU	48	42	28
UVSC	839	791	738
SLCC	216	138	259
Total	2,739	2,575	2,539

LEGISLATIVE GENERAL COUNSEL
Approved for Filing: D.S Larsen
02-19-03 2:02 PM

H.B. 75
1st Sub. (Buff)

Representative Loraine T. Pace proposes the following substitute bill:

**NONRESIDENT TUITION FOR HIGHER
EDUCATION AMENDMENTS**

2003 GENERAL SESSION

STATE OF UTAH

Sponsor: Loraine T. Pace

This act modifies the State System of Higher Education Code by authorizing the State Board of Regents to grant nonresident tuition scholarships for certain purposes. This act provides a repeal date for a new section on July 1, 2009. This act has an immediate effective date.

This act affects sections of Utah Code Annotated 1953 as follows:

AMENDS:

63-55b-153, as last amended by Chapters 49, 219 and 301, Laws of Utah 2002

ENACTS:

53B-8-104.5, Utah Code Annotated 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53B-8-104.5** is enacted to read:

53B-8-104.5. Nonresident tuition scholarships.

(1) In addition to the scholarships authorized under Section 53B-8-104, the board may grant scholarships for a waiver of the nonresident portion of total tuition charged by public institutions of higher education to nonresident students, subject to the limitations provided in this section, if the board determines that the scholarships will:

~~h [(a) contribute to the quality and desirable cultural diversity of educational programs in Utah institutions;~~

~~(b)] (a) h assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations in Utah institutions of higher education;~~



1st Sub. (Buff) H.B. 75**02-19-03 2:02 PM**

26 h [(c)] (b) h promote enrollment of nonresident students with high academic aptitudes; and
 27 h [(t)] (c) h provide for an effective transition to meet the requirements of Section
 27a 53B-8-102.

28 (2) The board shall establish policy guidelines for the administration by institutions of
 29 higher education of scholarships authorized under Subsection (1), for evaluating applicants for
 30 those scholarships, and for reporting the results of the scholarship program authorized under
 31 Subsection (1).

32 (3) The policy guidelines promulgated by the board under Subsection (2) shall include
 33 the following provisions:

34 (a) the amount of the approved scholarship may be up to 100% of the differential
 35 tuition charged to nonresident students for an equal number of credit hours of instruction;

36 (b) a maximum of one-half of the approved scholarships may be at a level of more than
 37 50% of the differential tuition charged to nonresident students for an equal number of credit
 38 hours of instruction;

39 (c) a nonresident scholarship may be awarded initially only to a nonresident student
 40 who has not previously been enrolled in a college or university in Utah and who has enrolled
 41 full time for ten or more credit hours;

42 (d) the total number of nonresident scholarships granted under Subsection (1) may not
 43 exceed a total of 500 such scholarships in effect at any one time;

44 (e) the board shall determine eligibility for nonresident scholarships on the basis of
 45 program availability at an institution and on a competitive basis, using quantifiable
 46 measurements such as grade point averages and results of test scores; and

47 (f) a nonresident student who receives a scholarship of greater than 50% of the
 48 differential tuition charged to nonresident students for an equal number of credit hours of
 49 instruction may not be counted against the funded target for the institution attended.

50 (4) The board shall submit an annual report and financial analysis of the effects of
 51 offering nonresident tuition scholarships authorized under this section to the Legislature as part
 52 of its budget recommendations for the system of higher education.

52a **h (5) THIS SECTION APPLIES TO TUITION SCHOLARSHIPS AND NOT THE INDIVIDUAL**
 52b **ADMISSION STANDARDS OF HIGHER EDUCATION. h**

53 Section 2. Section **63-55b-153** is amended to read:

54 **63-55b-153. Repeal dates -- Titles 53, 53A, and 53B.**

55 (1) Subsection 53-3-205(9)(a)(i)(D) is repealed July 1, 2007.

56 (2) Subsection 53-3-804(2)(g) is repealed July 1, 2007.

02-19-03 2:02 PM

57 (3) Subsection 53-5-710(4) pertaining to restrictions at Olympic venue secure areas is
58 repealed April 1, 2002.

59 (4) Title 53, Chapter 12, State Olympic Public Safety Command Act, is repealed July
60 1, 2003.

61 (5) Section 53-12-301.1 is repealed April 1, 2002.

62 (6) Section 53A-1-403.5 is repealed July 1, 2007.

63 (7) Section 53A-3-602 is repealed July 1, 2002.

64 (8) Section 53B-8-104.5 is repealed July 1, 2009.

65 Section 3. **Effective date.**

66 If approved by two-thirds of all the members elected to each house, this act takes effect
67 upon approval by the governor, or the day following the constitutional time limit of Utah
68 Constitution Article VII, Section 8, without the governor's signature, or in the case of a veto,
69 the date of veto override.

R513, Tuition Waivers and Reductions

R513-1. Purpose

To establish procedures for institutions to administer tuition waiver and reduction programs.

R513-2. References

- 2.1. Utah Code [§53B-8-101](#) (Waiver of Tuition -- Resident -- Nonresident -- Critical Occupations -- Summer School -- Graduate Students)
- 2.2. Utah Code [§53B-8-103](#) (Partial Waivers Pursuant to Reciprocal Agreements)
- 2.3. Utah Code [§53B-8-104](#) (Nonresident Partial Tuition Scholarships -- Border Waivers)
- 2.4. Utah Code [§53B-8-106](#) (Resident Tuition Scholarships -- Requirements -- Rules)
- 2.5. Western Interstate Commission for Higher Education Western Undergraduate Exchange Bulletin
- 2.6. Utah Code [Title 53B, Chapter 9](#) (Higher Education for Senior Citizens)
- 2.7. Utah Code [Title 53B, Chapter 8c](#) (Police Officer's and Firefighter's Survivor Tuition Waiver)
- 2.8. Utah Code [Title 53B, Chapter 8d](#) (Tuition Waivers for Wards of the State)
- 2.9. Utah Code [§53A-6-104](#) (Tuition Exemption for Teachers)
- 2.10. Utah Code [§53A-15-101.5](#) (Concurrent Enrollment Instruction in Mandarin Chinese)
- 2.11. Policy and Procedures [R510](#), Tuition and Fees
- 2.12. Policy and Procedures [R512](#), Determination of Resident Status

R513-3. Waiver of Tuition - Resident, Nonresident, Critical Occupations, Summer School, Graduate Students - Pursuant to [§53B-8-101](#)

3.1. Resident Students - The president of each institution may waive all or part of the tuition in behalf of meritorious or impecunious resident students to an amount not exceeding 10% of the total amount of tuition

which, in the absence of the waivers, would have been collected from all Utah resident students at the institution.

3.2. Annual Number of Waivers of Resident Tuition for Nonresident Students - Each academic year the president of each of the following institutions may waive all or part of the resident portion of the tuition in behalf of the additional number of meritorious nonresident students set forth below who are not current recipients of the waiver:

Institution	Number of Nonresident Students
University of Utah	190
Utah State University	165
Weber State University	135
Southern Utah University	68
Dixie State College of Utah	30
Utah Valley State College	114
Snow College	18
College of Eastern Utah	18
Salt Lake Community College	43
System Total	781

3.2.1. Waiver of Resident Portion of Tuition after the First Year - The president may continue to waive the resident portion of the tuition during the entire time the affected meritorious nonresident student remains an undergraduate student in good standing at the institution. The resident portion of the tuition for each nonresident student is equal to the tuition for resident students at the institution.

3.2.2. Waiver of Nonresident Portion of Tuition after the First Year - The president may waive the nonresident portion of tuition for a meritorious nonresident student receiving a waiver under this section after completion of the student's first year of full-time study at the institution.

3.3. Waiver of Nonresident Tuition - In addition to the waivers authorized by section 3.2, the president may waive all or part of the nonresident portion of tuition for a meritorious nonresident student during the student's first year of full-time study at the institution. The number of these nonresident waivers for each institution is limited to the percentage of nonresident students at each institution times the nonresident student number allowed under section 3.2.

3.4. Partial Tuition Waivers for Critical Occupations - The president may request from the Board authority to grant additional full or partial tuition waivers to encourage students to enroll for instruction in specifically identified occupations critical to the state for which trained personnel are in short supply.

3.5. Nonresident Summer School Students - The president or his/her designee may waive all or part of the difference between resident and nonresident tuition in the case of nonresident summer school students.

3.6. Graduate Students - The president of a System university or his/her designee may waive all or part of the difference between resident and nonresident tuition in the case of meritorious graduate students.

3.7. Annual Budget Requests - The board shall submit annual budget appropriation requests for each institution which include requests for funds sufficient in amount to equal the estimated loss of dedicated credits that would be realized if all of the tuition waivers authorized by sections 3.2 and 3.3 were granted.

R513-4. Partial Waivers Pursuant to Reciprocal Agreements - Pursuant to [§53B-8-103](#)

4.1. Partial Waiver of Nonresident Differential - The Board may grant a full or partial waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to reciprocal agreements with other states. In making this determination, the Board considers the potential of the waiver to: (a) enhance educational opportunities for Utah residents; (b) promote mutually beneficial cooperation and development of Utah communities and nearby communities in neighboring states; (c) contribute to the quality of educational programs; and (d) assist in maintaining the cost effectiveness of auxiliary operations in Utah institutions of higher education.

4.2. Reciprocal Agreements with Other States - Consistent with its determinations made pursuant to section 4.1, the board may enter into agreements with other states to provide for a full or partial reciprocal waiver of the nonresident tuition differential charged to undergraduate students. Each agreement shall provide for the numbers and identifying criteria of undergraduate students, and shall specify the institutions of higher education that will be affected by the agreement.

4.3. Policy Guidelines - Each Utah institution affected by tuition waivers authorized by this part shall establish policy guidelines for evaluating applicants for such waivers.

4.4. Report and Financial Analysis - A report and financial analysis of any waivers of tuition authorized under this part shall be submitted annually to the general session of the Legislature as part of the budget recommendations of the board for the system of higher education.

R513-5. "Border Waiver" Nonresident Partial Tuition Scholarships - Pursuant to [§53B-8-104](#)

5.1. Border Waivers - An institution may grant a scholarship for partial waiver of the nonresident portion of total tuition charged by public institutions of higher education to nonresident undergraduate students, subject to the limitations provided in this part, if the institution determines that the scholarship will (a) promote mutually beneficial cooperation between Utah communities and nearby communities in states adjacent to Utah; (b) contribute to the quality and desirable cultural diversity of educational programs in the institution; (c) assist in maintaining an adequate level of service and related cost effectiveness of auxiliary operations in the institution; and (d) promote enrollment of nonresident students with high academic aptitudes.

5.2. Policy Guidelines - The institution shall establish policy for the administration of any partial tuition scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional policy shall include the following provisions:

5.2.1. The amount of the approved scholarship may not be more than 1/2 of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

5.2.2. a nonresident partial tuition scholarship may be awarded initially only to a nonresident undergraduate student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours, whose legal domicile is within approximately 100 highway miles of the Utah System of Higher Education institution at which the recipient wishes to enroll, or within such distance or such designated eligible communities or regions as the Board may establish for each institution;

5.2.3. the total number of nonresident partial tuition scholarships granted by the institution may not exceed a total of such scholarships in effect at any one time as provided in the table below; and

5.3.4. the institution shall determine eligibility for nonresident partial tuition scholarships on the basis of program availability at the institution and on a competitive basis, using quantifiable measurements such as grade point averages and results of test scores.

Institution	Number of Scholarships
University of Utah	27
Utah State University	140
Weber State University	21
Southern Utah University	74
Dixie State College of Utah	119
Utah Valley State College	0
Snow College	0
College of Eastern Utah	18
Salt Lake Community College	4
System Total	403

5.4. Annual Report - The Board submits an annual report and financial analysis of the effects of offering nonresident partial tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the System of Higher Education.

R513-6. Nonresident Tuition Scholarships - Pursuant to §53B-8-104.5

6.1. Nonresident Tuition Scholarships - In addition to the "border waiver" scholarships authorized under Section 53B-8-104, System presidents are authorized to grant scholarships for a waiver of the nonresident portion of total tuition charged to nonresident students when the scholarships will:

6.1.1. assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations; and

6.1.2. promote enrollment of nonresident students with high academic aptitudes.

6.2. Policy Guidelines - Nonresident tuition scholarships may be awarded at the institutions with the following provisions:

6.2.1. the amount of the approved scholarship may be up to 100% of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

6.2.2. a maximum of one-half of the approved scholarships may be at a level of more than 50% of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

6.2.3. a nonresident scholarship may be awarded initially only to a nonresident student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours; and

6.2.4 a nonresident student who receives a scholarship of greater than 50% of the differential tuition charged to nonresident students for an equal number of credit hours of instruction may not be counted against the funded target for the institution attended.

6.3. Annual Number of Nonresident Tuition Scholarships - Each academic year the president of the following institutions may award nonresident tuition scholarships as set forth below, not to exceed a total of 500 such scholarships in effect at any one time:

<u>Institution</u>	<u>Scholarships More than 50% of Differential Tuition</u>	<u>Scholarships 50% or Less than Differential Tuition</u>
<u>University of Utah</u>	-	-
<u>Utah State University</u>	-	-
<u>Weber State University</u>	-	-
<u>Southern Utah University</u>	-	-
<u>Dixie State College of Utah</u>	-	-

<u>Utah Valley State College</u>	-	-
<u>Snow College</u>	-	-
<u>College of Eastern Utah</u>	-	-
<u>Salt Lake Community College</u>		-
<u>System Total</u>	<u>250</u>	<u>250</u>

6.3.1. Institutions shall determine award eligibility on a meritorious basis, considering measures such as grade point averages and test scores.

6.3.2. In determining eligibility for these scholarships, institutions may consider the impact of maintaining critical enrollment levels in academic programs.

6.3.3. Institutions shall report to the Office of the Commissioner by June 30 each year regarding their intention to use the number of scholarships allocated in 6.3. The Office of the Commissioner may reallocate unused scholarships to other institutions.

6.4. Annual Report - The board submits an annual report and financial analysis of the effects of offering nonresident tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the System of Higher Education.

6.5. Repeal Date - A repeal date for this section is established as July1, 2009.

513-[6] 7. Higher Education for Senior Citizens - Pursuant to [Title 53B, Chapter 9](#)

[6] 7.1. Senior Citizens Audit Waivers - Utah residents age 62 and over shall be permitted to enroll on a space available audit basis in classes for which they are qualified, in any USHE institution, without regular tuition charges, but subject to payment of the following:

[6] 7.1.1. A minimum administrative fee shall be charged, for the institution's cost of registration, record keeping, and report preparation. The fee shall be at least \$10 per semester of registration.

[6] 7.1.2. Where applicable, specific course fees also shall be charged.

[6] 7.2. Senior Citizens Must Pay Full Tuition to Obtain Credit - No credit shall be awarded to a senior citizen for a course taken pursuant to the senior citizens waiver in paragraph 6.1. To receive credit a senior citizen must pay regular tuition.

R513-[7] 8. Western Undergraduate Exchange - Pursuant to [§53B-8-103](#)

[7] 8.1. Authorization to Participate - System institutions are authorized to participate in the WICHE Western Undergraduate Exchange (WUE) Program which enables students in 12 participating states to enroll in selected programs in other participating states at 150 percent of regular resident tuition.

[7] 8.2. WUE Students Accepted Only in Under Enrolled Programs - Each System college and university shall accept WUE students only in under enrolled programs.

[7] 8.3. No Preference for WUE Students - An institution shall not give preference to WUE students over Utah residents.

[7] 8.4. Time as WUE Student does not Count toward Residency Requirements - The period of time enrolled as a WUE student may not count toward the continuous ~~[42]~~ 24 months requirement for residency for tuition purposes.

[7] 8.5. Repay Tuition Differential to Enroll in Restricted Major - An institution may require a WUE student who changes his or her enrollment to a restricted major to repay the difference in tuition that accumulated between the WUE tuition and nonresident tuition during his or her enrollment as a WUE student.

[7] 8.6. Institutions WUE Participation Rate - The total number of WUE students enrolled by the institution should not exceed the total slots determined by mutual agreement among the institutions. For information purposes the current maximum number of slots agreed upon by each institution is set forth in the table below.

Institution	Number of WUE Slots
University of Utah	125
Utah State University	250
Weber State University	150

Southern Utah University	140
Dixie State College of Utah	80
Utah Valley State College	54
Snow College	80
College of Eastern Utah	80
Salt Lake Community College	37
System Total	996

[7] **8.7 Reports of Participation** - Reports and recommendations regarding participation in the WUE program shall be provided to the Board upon request.

R513-[8] 9. Police Officer's and Firefighter's Survivor Tuition Waiver - Pursuant to [Title 53B, Chapter 8c](#)

[8] **9.1. Definitions** - As used in this part:

[8] **9.1.1. "Child"** means an individual who (a) is a natural or adopted child of a deceased peace officer or deceased firefighter; and (b) was under the age of 25 at the time of the peace officer's or firefighter's death.

[8] **9.1.2. "Department"** means the Department of Public Safety.

[8] **9.1.3. "Killed"** means that the peace officer's or firefighter's death is the direct and proximate result of a traumatic injury incurred in the line of duty.

[8] **9.1.4. "Line of Duty"** means an action that a peace officer or firefighter is obligated or authorized to perform by rule, regulation, condition of employment or service, or law, including a social, ceremonial, or athletic function that the peace officer or firefighter is assigned to or compensated for by the public agency being served.

[8] **9.1.5. "Occupational Disease"** means a disease that routinely constitutes a special hazard in, or is commonly regarded as concomitant of, the peace officer's or firefighter's occupation.

[8] **9.1.6. "Traumatic Injury"** means a wound or the condition of the body caused by external force, including an injury inflicted by bullet, explosive, sharp instrument, blunt object, or other physical blow, fire, smoke, chemical, electricity, climatic condition, infectious disease, radiation, or bacteria, but excluding an occupational disease.

[8] 9.1.7. "Tuition" means tuition at the rate charged for residents of the state.

[8] 9.1.8. "Utah Firefighter" or "Firefighter" means a member, including volunteer members and members paid on call, of a fire department or other organization that provides fire suppression and other fire related services, of a political subdivision who is responsible for or is in a capacity that includes responsibility for the extinguishment of fires. This does not include a person whose job description, duties, or responsibilities do not include direct involvement in fire suppression.

[8] 9.1.9. "Utah Peace Officer" or "Peace Officer" means an employee of a law enforcement agency that is part of or administered by the state or any of its political subdivisions, and whose duties consist primarily of the prevention and detection of crime and the enforcement of criminal statutes or ordinances of this state or any of its political subdivisions.

[8] 9.2. Tuition Waivers for Surviving Spouses and Children - Subject to the limitations in sections 8.3, 8.4 and 8.5 below, a System institution shall waive tuition for each child and surviving spouse of a Utah peace officer or Utah firefighter who has been killed or is killed in the line of duty if the individual meets the following requirements:

[8] 9.2.1. applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

[8] 9.2.2. is a resident student of the state as determined under R512, Determination of Resident Status;

[8] 9.2.3. applies to the Department for a waiver of tuition under this chapter and provides evidence satisfactory to the Department that (a) the applicant is the surviving spouse or child of a peace officer or firefighter who was killed in the line of duty; (b) the course or courses for which the applicant is seeking a tuition waiver meet the requirements of section 8.3; and (c) the applicant meets the other requirements of this part;

[8] 9.2.4. for a child of a peace officer or firefighter killed in the line of duty, applies under section 8.2.3 for the first time before the age of 25;

[8] 9.2.5. is certified by the financial aid officer at the institution as needing the tuition waiver in order to meet recognized educational expenses, with the understanding that if the applicant's family income, excluding any income from death benefits attributable to the peace officer's or firefighter's death, is below 400% of the poverty level under federal poverty guidelines, then the income from any death benefits

accruing to the applicant as a result of the death may not be counted as family income in determining financial need under this paragraph 8.2.5;

[8] 9.2.6. maintains satisfactory academic progress, as defined by the institution, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

[8] 9.2.7. has not achieved a bachelor's degree and has received tuition reimbursement under this chapter for less than 124 semester credits or 180 quarter credits at an institution of higher education.

[8] 9.3. Limited Term for Waiver - A child or surviving spouse of a peace officer or firefighter who was killed in the line of duty is eligible for a tuition waiver under this section of not more than nine semesters or the equivalent number of quarters.

[8] 9.4. Waiver Only if Tuition Not Otherwise Covered - Tuition shall be waived only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, or any other source of tuition coverage available for a waiver.

[8] 9.5. Waiver for Required Courses Only - An institution shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the child or surviving spouse is enrolled.

[8] 9.6. Prior Approval by Department - Upon receiving an application under Utah Code 53B-8c-103(1)(c), the Department shall determine whether the applicant and the courses for which tuition waiver is sought meet the requirements of Section 53B-8c-103 and, if so, shall approve the application and notify the higher education institution that the application has been approved.

[8] 9.7. Department Cooperation - The institutions shall cooperate with the Department in developing efficient procedures for the implementation of this program and shall use the forms and applications provided by the Department.

[8] 9.8. Annual Reports - The institutions shall provide information to the Department for the Department's annual report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at each institution and the total amounts paid under this chapter for the fiscal year. The institutions shall provide reports to the Board as part of the annual budget process.

[8] 9.9. Annual Appropriation - The statute provides that the Legislature may annually appropriate the funds necessary to implement this program, including moneys to offset the tuition waivers at each institution.

R513-[9] 10. Tuition Waivers for Wards of the State - Pursuant to [Title 53B, Chapter 8d](#)

[9] 10.1. Definitions - As used in this part:

[9] 10.1.1. "Division" means the Division of Child and Family Services.

[9] 10.1.2. "Long-term Foster Care" means an individual who remains in the custody of the Division, whether or not the individual resides with licensed foster parents or in independent living arrangements under the supervision of the Division.

[9] 10.1.3. "State Institution of Higher Education" means those institutions designated in Section 53B-1-102 and any public institution that offers postsecondary education in consideration of the payment of tuition or fees for the attainment of educational or vocational objectives leading to a degree or certificate, including business schools, technical schools, applied technology centers, trade schools, and institutions offering related apprenticeship programs.

[9] 10.1.4. "Tuition" means tuition at the rate for residents of the state.

[9] 10.1.5. "Ward of the State" means an individual (a) who is at least 17 years of age and not older than 26 years of age; (b) who had a permanency goal in the individual's treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; and (c) for whom the custody of the Division was not terminated as a result of adoption.

[9] 10.2. Tuition Waivers for Wards of the State - Subject to the limitations in paragraphs 9.3, 9.4, and 9.5, a state institution of higher education shall waive tuition for each ward of the state applicant who meets the following requirements:

[9] 10.2.1. applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

[9] 10.2.2. is a resident student of the state as determined under R512, Determination of Resident Status;

[9] **10.2.3.** provides the institution with documentation from the Division that the Division has verified: (a) applicant is at least 17 years of age and not older than 26 years of age; (b) applicant had a permanency goal in the Division treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; (c) applicant's custody was not terminated as a result of adoption; (d) applicant was in the custody of the Division for an aggregate period of not less than 24 months; (e) applicant applied for the first time under this program before the age of 22; and (f) applicant has not achieved a bachelors degree, and has received tuition reimbursement under this program for less than 124 semester credits (or 180 quarter credits) and for not more than nine semesters at an institution of higher education.

[9] **10.2.4.** verifies that the course or courses for which the applicant is seeking a tuition waiver meet the requirements of paragraph 9.3;

[9] **10.2.5.** is certified by the financial aid officer at the higher education institution as needing the tuition waiver in order to meet recognized educational expenses;

[9] **10.2.6.** maintains satisfactory academic progress, as defined by the institution of higher education, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

[9] **10.3. Limited Term of Waiver** - A ward of the state is eligible for a tuition waiver under this section for not more than nine semesters.

[9] **10.4. Waiver Only if Tuition Not Otherwise Covered** - Tuition shall be waived (a) after the individual has applied for financial assistance, including scholarships and Pell Grants; and (b) only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, Pell Grant, or any other source of tuition coverage available for a waiver.

[9] **10.5. Waiver for Required Courses Only** - An institution of higher education shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the student is enrolled.

[9] **10.8. Reimbursement of Waivers by Division** - The institutions shall seek reimbursement from the Division for any tuition waived under this chapter.

[9] 10.9. Report to Legislature - As part of the annual budget process, the Board shall report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at the institution and the total amounts reimbursed by the Division under this program for the fiscal year.

R513-[40] 11. Tuition Exemption for Teachers - Pursuant to [§53A-6-104](#)

[40] 11.1. "Educator" Defined - An educator is a person currently employed in the Utah public school system who is a licensed educator in good standing or has been issued a letter of authorization permitting such employment under [Utah Code 53A-6-104](#), the Board Licensure section of the Educator Licensure and Professional Practices Act.

[40] 11.2. Tuition Waivers for Teachers - An educator who enrolls in a course of study determined by the State Board of Education to satisfy the professional development requirements of §53A-6-104(2)(b)(i) is exempt from the tuition charges for a class taken as part of that course of study provided that the following conditions are met:

[40] 11.2.1. Masters and Doctoral Degree Candidates - Because of the extensive involvement of faculty members in committees, mentoring, and counseling of masters and doctoral degree candidates, the concept of surplus space does not apply and such educators are not eligible for the exemption from tuition under this section.

[40] 11.2.2. Administrative Semester Registration Fee - The institution may charge an educator an administrative semester registration fee not to exceed \$100 per semester to cover the actual increased costs associated with registration, verification of educator status, identification of eligible courses, certification of space availability, and record keeping.

[40] 11.2.3. Surplus Space Enrollment - The educator may be enrolled on the basis of surplus space as determined by the institution under these rules and guidelines as follows:

[40] 11.2.3.1. If a principal or substantial reason for the institution to offer the class is to serve educators, then no educator enrolled in that class can be considered to be enrolled on the basis of surplus space, and therefore cannot be eligible for this exemption from tuition charges;

[40] 11.2.3.2. If the class meets the requirements of 53A-6-104(2)(b)(i) but does not have as a principal or substantial purpose to serve educators, then the institution shall define the optimum class size of the class in accordance with regular procedures and normal teaching loads in that space within the institution's approved budget. The number of surplus

space enrollments available to educators is determined by subtracting from the optimum class size the number of tuition paying students enrolled in the class. The surplus space enrollments may then be filled by educators on a first come first served basis. However, in order to maintain the optimum class size, educators exempt from tuition may be bumped (last in, first out) by regular tuition paying students who later register for the class.

R513-~~14~~ 12. Tuition Reimbursement for Sequential Mandarin Chinese Course - Pursuant to [53A-15-101.5](#)

~~14~~ 12.1. Extended Sequential Study for Difficult Languages - Difficult languages require extended sequences of study to acquire proficiency in listening, speaking, reading, and writing.

~~14~~ 12.2. Mandarin Chinese Program - The Board and the State Board of Education, in consultation with the Utah Education Network, may develop and implement a concurrent enrollment course of study in Mandarin Chinese. The course shall be taught over EDNET to high school juniors and seniors in the state's public education system.

~~14~~ 12.3. Tuition Reimbursement - Students who successfully complete the concurrent enrollment course in Mandarin Chinese offered under the part shall receive tuition reimbursement for a sequential Mandarin Chinese course they successfully complete with a B grade or above at an institution within the state system of higher education.

R513-~~12~~ 13. Exemption from Paying Nonresident Portion of Tuition for Certain Students - Pursuant to §53B-8-106

~~12~~ 13.1. Exemption for Certain Students with Utah High School Graduation - A student, other than a non-immigrant alien within the meaning of paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, shall be exempt from paying the nonresident portion of total tuition if the student:

~~12~~ 13.1.1. attended high school in Utah for three or more years;

~~12~~ 13.1.2. graduated from a high school in this state or received the equivalent of a high school diploma in Utah; and

~~12~~ 13.1.3. registers as an entering student at a System institution not earlier than the fall of the 2002-03 academic year.

[12] 13.1. In addition to the requirements of 12.1, a student without lawful immigration status shall file an affidavit with the System institution stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

(Approved October 19, 2001, amended November 8, 2002, proposed new amendment March 14, 2003.

MEMORANDUM

March 5, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: ACTION: UHEAA--Approving Resolution, SBR Student Loan Revenue Bonds, Series 2003Y

Issue

At its meeting on February 25, 2003, the Student Finance Subcommittee voted unanimously to recommend Board of Regents adoption of the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Series 2003Y. Board of Regents adoption of the Resolution is necessary to provide authority for issuance and sale of the bonds.

Background

As directed by Policy R601, the UHEAA Board of Directors has designated persons from its membership to comprise the Student Finance Subcommittee. The Student Finance Subcommittee, in accordance with Policy R610, "shall be directly responsible, reporting directly to the Board of Regents through its Finance and Facilities Committee, for oversight and advice regarding bond issues and other financing arrangements for the Loan Purchase Program." The present members of the Student Finance Subcommittee are: Mr. John B. Goddard, Chair; Regent L. Brent Hoggan; Regent David J. Grant; Regent Maria Sweeten; Ms. Elva M. Barnes; Mr. Edward T. Alter (State Treasurer); Mr. Arnold Combe; Dr. Stephen D. Nadauld; Mr. Walter P. Gnemi; Associate Commissioner Mark Spencer; and Associate Commissioner Chalmers Gail Norris. All Subcommittee members except Regent Grant were present in the March 1 meeting. Regent Sweeten participated by telephone..

Pursuant to statutory authority, the Board of Regents operates its Loan Purchase Program (LPP) to assure liquidity in the local marketplace for guaranteed student loans under the Federal Family Education Loan Program (FFELP) and to maintain a high degree of control over servicing of the student loans guaranteed by the Utah Higher Education Assistance Authority (UHEAA) Student Loan Guarantee Program (LGP). By maintaining its Loan Purchase Program the Board is able to ensure availability of the lowest feasible costs of educational loans for Utah students and families through its array of exceptional borrower benefits for reduced origination fees and lower in-repayment interest rates. Available savings for UHEAA borrowers generally are more than double those available from competing lenders and secondary markets for student borrowers of Stafford Loans.

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Through its programs administered by UHEAA, the Board also is quite unusual in providing: (1) significant cost saving opportunities on PLUS Loans (for parents) and Consolidation Loans; (2) more generous qualifying criteria for the saving opportunities; and (3) a guarantee (backed up by designated reserve funds) that the benefits will be available for loans currently being originated, regardless of how much time elapses before they enter repayment and are sold to the Board. (Most lenders and secondary markets guarantee eligibility for their current borrower benefits

only for loans currently being purchased.)

The Board issues Student Loan Revenue Bonds as needed, and uses the proceeds to finance purchase of FFELP student and parent loans and origination of FFELP Consolidation Loans. The Board has established two different current bond series, one based on a 1988 General Indenture and one based on a 1993 General Indenture. The current Resolution will authorize an Eleventh Supplemental Indenture to the 1993 General Indenture, providing for one additional series, 2003Y. Most student loan revenue bond issuances by the Board include primarily new bonds, frequently blending both tax exempt and taxable series. Some of the issuances also include modest amounts of refunding or refinancing of previously issued bonds.

This issue consists entirely of new tax exempt bonds.

Tax Exempt Bonding Cap Authority

The amount of tax exempt bonds which the Board of Regents may issue each calendar year is subject to Federal legislation establishing capped amounts for covered purposes (e.g., public housing, guaranteed student loans, and economic development). Utah's total annual amount for these purposes is based on a floor amount for smaller population states, which had for many years been set at \$150 million. Under Utah law, 33% of the total is reserved initially for the Board's student loan revenue bonds, subject to application to and approval by the Utah Private Activity Bond Authority (Authority). Current state law also provides that as much as one half of any increase in the cap authority available for Utah may be allocated by the Authority for specially-defined economic development purposes ("quality growth areas"), with the remaining amount reserved in the same proportions as specified for the base of \$150 million.

In December 2000, Congress passed, and President Clinton subsequently signed, legislation which increased the formula for determining cap authority for each state. The effect, for Utah, was an increase from \$150 to \$187.5 million for calendar year 2001, and \$225 million for 2002 and subsequent years. Subsequent legislation provides for small annual adjustments based on an inflation index. The Authority has approved the full 33% of total cap authority--\$75,431,400--for LPP for Calendar Year 2003, and also allocated \$8,475,539 in carry-forward authority from 2002 for student loan bonds. The total available for tax exempt issuance at this time is \$83,906,939.

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Proposed Structure of the Bond Issue

The proposed structure recommended by the underwriting team and the Student Finance Subcommittee is as follows:

Proposed Sale Date: April 3, 2003
Proposed Closing Date: April 8, 2003

<u>Expected Rating</u>	<u>Proposed Amount</u>	<u>Type</u>	<u>Maturity</u>	<u>Class</u>
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Series 2003Y AAA \$ 83,900,000 Variable, Tax Exempt 11/01/2038 II

The Resolution provides for a total new issue amount *not to exceed* \$83.9 million, to allow flexibility in final marketing and sale of the bonds. All of the tax-exempt revenue bonds will be subject to Federal Alternative Minimum Tax (AMT) provisions.

The variable rate bonds will be sold as Auction Rate Certificates–Book Entry Only. The mechanism for resetting rates on the bonds is Variable Rate Dutch Auction on 28 to 35-day cycles.

Proposed Not to Exceed Parameters

Proposed not-to-exceed parameters are as follows:

		<u>Not-to-Exceed Parameter</u>	<u>Resolution Reference</u>
◆	Total Principal Amount	\$ 83,900,000	Section 5
◆	Maximum Interest Rate of Tax Exempt Auction Rate Certificates	14.000%	Section 5
◆	Maximum Maturity Date	11/01/2038	Section 5
◆	Underwriter's Discount	0.675%	Section 7

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Maximum interest rates as listed above provide flexibility for the variable rates to float upward in the event of a prolonged and large increase in short-term interest rates in the marketplace. If that eventuality should occur, it would be accompanied by a commensurate rise in the lender return (capped student loan interest plus a Federal Government special allowance, reset quarterly) on the student loans purchased or originated with the bond proceeds. Anticipated initial interest rates are in the range of 1.5% to 2.0% for the tax exempt auction rate certificates.

Basic Documents Requiring Approval

The Approving Resolution is in final draft form. Its approval by the Board will authorize the execution of an Eleventh Supplemental Indenture to the 1993 General Indenture, a Bond Purchase Agreement, and a Preliminary Official Statement.

The Eleventh Supplemental Indenture is a contract between the Board and Wells Fargo Bank Northwest, as trustee, for the Bank to serve as custodian of funds and as authorized representative of bondholders in order to

ensure compliance by the Board with provisions of the Indenture.

The Official Statement is a disclosure document which describes in detail the security and financial information about the bond issue. The Official Statement is used by the Underwriters to market the bonds to potential investors.

The Bond Purchase Agreement is a contract between the Underwriters (UBS PaineWebber Incorporated, Solomon Smith Barney, Wells Fargo Brokerage Services, LLC and Zions First National Bank) and the Board, which sets forth the terms under which the Underwriters will purchase the bonds. This agreement will contain the selling price of the bonds, any premium or discount, the interest rates the bonds will bear, the conditions which must be met in order to close the sale of the bonds, and a description of any restrictions on the responsibilities of the Board or the Underwriters ("Co-Managers").

The Approving Resolution delegates authority to the Board Chair, Vice Chair and/or Chair of Finance and Facilities to approve final versions of the documents described above, consistent with parameters contained in the Approving Resolution, and, along with designated Officers of the Board, to execute other necessary implementing agreements. (See Resolution sections 8 through 12.)

Copies of the draft bond documents described above are being mailed under separate cover to members of the Finance, Facilities and Accountability Committee. Copies are available upon request for other members of the Board, from Richard Davis at (801) 321-7285. Assistant Commissioner Richard Davis (UHEAA Chief Financial Officer) and representatives of the Attorney General's Office and Bond Counsel will be at the Board of Regents meeting on March 14 to answer questions.

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Policy Implications

Timely sale of the Board's Student Loan Revenue Bonds, Series 2003Y, is projected to ensure uninterrupted access of Utah students and families to student loans at least through December 2003. Additional bonds may be proposed for issuance either late in 2003 or early in 2004. Any decisions by participating lenders to sell their student loans to UHEAA earlier than the custom might cause a recommendation for accelerating the issuance of additional student loan revenue bonds.

Options Considered

The Student Finance Subcommittee, Program Officers, Underwriters and Bond Counsel periodically review and consider a wide range of financing facilities and structures. The possible merits of locking in current low interest rates by issuing the refunding bonds as fixed rate bonds are considered each time. However, the current variable rate bonds, as recommended for the entire issue, will more closely track the federal government's annual resetting of borrower interest rates and quarterly resetting of special allowances paid on the student and parent loans.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents approve the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Series 2003Y.

Cecelia H. Foxley, Commissioner

Attachment

CHF/CGN/ROD

APPROVING RESOLUTION
STUDENT LOAN PROGRAM
SERIES 2003Y

Attachment 1

Salt Lake City, Utah
March 14, 2003

The State Board of Regents of the State of Utah met in regular session at Utah State University in Logan, Utah on March 14, 2003, commencing at [10:00 a.m.]. The following members were present:

Nolan E. Karras	Chair
Pamela J. Atkinson	Vice Chair
Jerry C. Atkin	Member
Linnea S. Barney	Member*
Daryl C. Barrett	Member
Kim R. Burningham	Member*
Khay Douangdara	Member
David J. Grant	Member
L. Brent Hoggan	Member
James S. Jardine	Member
Michael R. Jensen	Member
Charles E. Johnson	Member
David James Jordan	Member
E. George Mantes	Member
Jed H. Pitcher	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member
Maria Sweeten	Member

Absent:

Also Present:

Cecelia H. Foxley	Commissioner of Higher Education
Joyce Cottrell, C.P.S.	Secretary
Chalmers Gail Norris	Associate Commissioner for Student Financial Aid
Richard O. Davis	Assistant Commissioner for Student Loan Finance

* Non-voting member from State Board of Education

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance of student loan revenue bonds.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by _____ and seconded by _____, was adopted by the following vote:

YEA:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE "BOARD") AUTHORIZING THE ISSUANCE AND SALE OF ITS STUDENT LOAN REVENUE BONDS, SERIES 2003Y IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$83,900,000; AUTHORIZING THE EXECUTION OF AN ELEVENTH SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT AND AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the "Board") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to Chapter 13, Title 53B, Utah Code Annotated 1953, as amended (the "Act"), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students under its Student Loan Program; and

WHEREAS, in order to provide funds for such purpose, the Board is duly authorized to issue and sell bonds pursuant to the provisions of the Act; and

WHEREAS, the Board has previously issued various series of its Student Loan Revenue Bonds (collectively, the "Outstanding Bonds") pursuant to a General Indenture dated as of August 1, 1993 (the "General Indenture") between the Board and Wells Fargo Bank Northwest, National Association (the "Trustee") and the First through Tenth Supplemental Indentures between the Board and the Trustee; and

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue additional student loan revenue bonds under the General Indenture by the execution and delivery of an Eleventh Supplemental Indenture (the "Eleventh Supplemental Indenture" and together with the General Indenture and the First through Tenth Supplemental Indentures described above, the "Indenture") to be entered into between the Board and the Trustee, which bonds will be designated as the State Board of Regents of the State of Utah Student Loan Revenue Bonds, Series 2003Y (or such other or additional designation as appropriate officers of the Board may determine) (the "Series 2003Y Bonds") in an aggregate principal amount of not to exceed \$83,900,000; and

WHEREAS, the Series 2003Y Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the “Bond Purchase Agreement”), a form of an Official Statement (the “Official Statement”) and a form of the Eleventh Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-13-104(9) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates and purchase prices at which the Series 2003Y Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this resolution; provided such terms do not exceed the parameters set forth in this resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the issuance of the Series 2003Y Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Official Statement in substantially the form of the Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2003Y Bonds.

Section 4. The Eleventh Supplemental Indenture, in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board are hereby authorized to execute and deliver the Eleventh Supplemental Indenture in the form and with substantially the same content as presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 11 hereof.

Section 5. For the purpose of providing funds to be used to make deposits into the Acquisition Fund and other special trust accounts established under the Indenture, the Board hereby authorizes the issuance and sale of the Series 2003Y Bonds in the aggregate principal amount of not to exceed \$83,900,000. The Series 2003Y Bonds shall bear variable rates of interest, as provided in the Indenture. The interest rates on the Series 2003Y Bonds shall not at any time exceed 14% per annum. The Series 2003Y Bonds shall mature on such date or dates, as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, on or before November 1, 2038. The issuance of the Series 2003Y Bonds shall be subject to final advice of Bond Counsel and to the approval of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2003Y Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, tender, auction, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the Eleventh Supplemental Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and seal by manual or facsimile signature the Series 2003Y Bonds and to deliver the Series 2003Y Bonds to the Trustee for authentication. All terms and provisions of the Indenture are hereby incorporated in this Resolution. The appropriate officials of the Board are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2003Y Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2003Y Bonds shall be sold to UBS PaineWebber Inc., Wells Fargo Brokerage Services LLC, Salomon Smith Barney Inc. and Zions First National Bank (the "Underwriters"), with an Underwriter's discount of not to exceed .675% of the face amount of the Series 2003Y Bonds, plus accrued interest, if any. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Bond Purchase Agreement and the Official Statement, in substantially the form of the Bond Purchase Agreement and the Official Statement, respectively, and with substantially the same content as presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2003Y Bonds and such alterations, changes or additions as may be authorized by Section 11 hereof. Pursuant to Section 53B-13-104(9) of the Act, the Chair and/or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee, are each hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, rate determination methods and purchase price with respect to the Series 2003Y Bonds for and on behalf of the Board by the execution of the Bond Purchase Agreement and the Eleventh Supplemental Indenture and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education, Assistant Commissioner for Student Loan Finance and Secretary are hereby authorized to take all action necessary or reasonably required by the Bond Purchase Agreement and the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 9. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee, for and on behalf of the Board, and the Trustee are, and each of them is, hereby authorized to enter into an investment agreement or agreements (the "Investment Agreement"), in form and substance satisfactory to the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee. Any and all proceeds of, and investment income attributable

to, the Series 2003Y Bonds may be loaned to or deposited from time to time pursuant to the Investment Agreement for the periods, and at the interest rates, specified therein.

Section 10. The Commissioner of Higher Education and designated associate or assistant commissioners or authorized officers of the Board are, and each of them is, hereby authorized to enter into and execute student loan purchase agreements with qualified lenders (the “Student Loan Purchase Agreements”), in form and substance satisfactory to the Commissioner of Higher Education and the Student Finance Subcommittee and in form and substance similar to present student loan purchase agreements being utilized by the Board in its Student Loan Program.

Section 11. The appropriate officials of the Board, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are authorized to make any alterations, changes or additions in the Indenture, the Series 2003Y Bonds, the Bond Purchase Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States.

Section 12. The appropriate officials of the Board, including without limitation the Chair, the Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, the Commissioner of Higher Education, Assistant Commissioner for Student Loan Finance and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 13. Upon their issuance, the Series 2003Y Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture and such Series 2003Y Bonds. No provision of this Resolution, the Series 2003Y Bonds, the Bond Purchase Agreement, the Indenture, the Investment Agreement or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board.

Section 14. After any of the Series 2003Y Bonds are delivered by the Trustee to the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2003Y Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 15. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 16. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 17. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 14TH DAY OF MARCH, 2003.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

(S E A L)

ATTEST:

Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

Chair

(S E A L)

ATTEST:

Secretary

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the March 14, 2003 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on _____, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Exhibit "A"; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Exhibit "A" to be provided on _____, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-6(1), Utah Code Annotated 1953, as amended, public notice of the 2003 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Exhibit "B") to be posted on _____, at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on _____ to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 14th day of March, 2003.

Secretary

(S E A L)

EXHIBIT "A"

Notice of Public Meeting

[See Transcript Document No. ____]

EXHIBIT "B"

Notice of Annual Meeting Schedule

[See Transcript Document No. ____]

MEMORANDUM

March 5, 2003

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Utah State University – Lease of Property to Logan City

Issue

Regent Policy R710 requires that the Board of Regents review and approve institutional requests for leases which exceed \$50,000 per year or commit the institution for a duration of five or more years.

Background

Utah State University proposes entering into a 40-year lease with Logan City on the Logan Campus. This lease provides one acre of property to build a Fire Station which will service the campus and nearby residential neighborhood. USU will receive \$1.00 for the first year with no further rental fees chargeable during the remainder of the term. This one acre of land is currently used for parking and a recreational area.

The construction of this Fire Station was approved by the Regents in September, 2000, but the lease agreement was not approved at that time. The University and Logan City are now prepared to proceed with construction and wish final approval from the Regents to proceed. Logan City will pay for all construction and landscaping costs, as well as on-going operation and maintenance costs. This lease agreement has been reviewed by University Counsel and approved by the USU Board of Trustees.

Recommendation

It is the recommendation of the Commissioner that the Regents approve the proposed lease of property to Logan City to enable the construction of a Logan City Fire Station on University property.

Cecelia H. Foxley, Commissioner

CHF/MHS
Attachments

MEMORANDUM

March 5, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Snow College – Non-state Funded Capital Project: Activity Center Expansion

Issue

A prioritized list of 2003-2004 higher education state-funded and non-state funded capital projects was approved by the Regents on September 12, 2002. President Michael Benson requests that the Regents add a Snow College project, the expansion and renovation of the Activity Center, to the list of approved non-state funded projects. This project was approved in the 2003 Legislative General Session, and is scheduled to be considered by the State Building Board on March 19.

Discussion

Snow College wishes approval to expand and renovate its Activity Center to accommodate the needs of the campus community. The source of funding for design and construction will be grants and loans of between \$1.5 to \$2.0 million from the Community Impact Board. Funding to repay the CIB loan will be a \$15 per semester student fee increase. The fee increase has been approved by student leaders, and is among USHE fee increases to be approved by Regents in Tab G. Snow College will work with the state Division of Facilities and Construction Management to determine the exact cost of the project. Snow College will not be requesting state O&M funding in connection with this project.

The Activity Center was completed in 1977 and is now in need of renovation. The locker room, shower space, and gymnasium will be renovated. Expansion space will include additional storage, three large classrooms, and a dance studio.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents approve the renovation and expansion of the Snow College Activity Center as a 2003-2004 non-state funded capital project.

CHF/MHS
Attachment

Cecelia H. Foxley, Commissioner

March 5, 2003

MEMORANDUM

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Dixie State College – Campus Master Plan

Issue

As indicated in the attached letter from Vice President Stanley J. Plewe, College officials are requesting Board approval of the updated campus master plan for Dixie State College. Vice President Plewe will be available at the Board meeting to review several modifications which have been recommended by the Campus Planning Committee and approved by the Board of Trustees.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents review the Dixie State College Master Plan, ask questions of College representatives present at the Board meeting, and if satisfied, approve the College's Master Plan.

Cecelia H. Foxley, Commissioner

CHF/MHS

Attachments

MEMORANDUM

March 7, 2003

To: State Board of Regents
From: Cecelia H. Foxley
Subject: Information: Report of the Audit Review Subcommittee

Issue

This information report is submitted by the Audit Review Subcommittee as information to the Finance, Facilities, and Accountability Committee pursuant to Policy R565.

Report

On January 28, 2003, the Audit Review Subcommittee took the following actions:

The Subcommittee approved the following audits for closure:

1. Reports issued in connection with the annual money management audit of the institutions.
2. Reports issued in connection with the annual financial audits of the University of Utah, UHEAA, and UCAT.
3. University of Utah - Wasatch Surgery Center; Dependent Healthcare Benefits; Payroll Office; Accounts Payable Department; Hospitals and Clinics Accounts Payable Disbursements; Kingsbury Hall; College of Pharmacy; University Malpractice Premiums and Claims; Parking and Transportation Services; Rocky Mountain Cancer Data Systems; the Central Mailing Facility; the Marriott Library; Administrative Computer Services; and University Bank Reconciliation Procedures.
4. Utah State University - Utah Public Radio.
5. Weber State University – Bookstore; Academic Computing Department; Computing Support Services; and President's Transfer.
6. UVSC - Parking Services.

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Page 2

7. CEU San Juan Center - Bookstore Controls.

The Subcommittee held open, pending compliance reviews, the following audits:

1. University of Utah - Utah Area Health Education Centers; Income Accounting Department; Community Clinic and Satellite Pharmacy Cash Controls; Outpatient Pharmacy Inventory Controls; Stores and Receiving; University Student Apartments; Purchasing Card Program; Campus Design and Construction Project Accounting; and Mandatory Student Fees.
2. Utah State University - Computer Services; and a study of the Control Environment of Conferences Services.
3. Weber State University – WSUSA; Continuing Education; and Athletic Department.
4. UVSC - Public Safety; and School of Business.
5. UCAT - Membership Enrollment Reporting.

Recommendation

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

Cecelia H. Foxley, Commissioner

CHF/GF/jv

Attachment

Audit Review Subcommittee Minutes
Tuesday, January 28, 2003
VIA EdNet

Regents Present

Michael R. Jensen
L. Brent Hoggan, Chair
David J. Grant
Jerry A. Atkin

Office of the Commissioner

Greg Fisher
Mark Spencer
Julie Vincent

Institutional Representatives

Randy Van Dyke, University of Utah
Pam Mollner, University of Utah
Grant Moulton, University of Utah
Charles Piele, University of Utah
Keith Sedgwick, Utah State University
Clint Moffitt, Utah State University
Jodi ~~Bailey~~, Utah State University
Kathleen Miller, Weber State University
Lynne Cartwright, Salt Lake Community College
Mitch Bealer, Southern Utah University
Gary Arnoldson, Snow College
Brent Turner, Utah Valley State College
Jim Fenton, Utah Valley State College
Tracy Marrott, Utah Valley State College
David White, Dixie State College

Action: Approval of the May 28, 2002 Meeting Minutes (Tab R)

A discussion ensued over ~~the~~ Snow College South review being conducted by the state auditors. Regent Hoggan requested that the ~~SCS~~ audits for the past three years be made available to the committee members, ~~as well as and~~ Regent Jed Pitcher. It was also requested that the state auditors be contacted with the request to release a draft report of their current work as soon as possible.

Committee Moved & Approved

Action: Approval of Institutional Money Management Audit (Tab S)

Regent Jensen requested clarification on the ~~transaction~~ volume reported ~~for in~~ Exhibit A of the College of Eastern Utah, Money Management Report. ~~Greg Mr.~~ Fisher will provide clarification of what these figures represent.

Committee moved and approved closure of all reports.

Action: Recently Issued Audit Reports

- 1) Reports Issued by Auditors Note Employed by the Institutions (Tab T)
Committee moved and approved closure of the reports

- 2) University of Utah (Tab U)

Regent Grant expressed concerned over the length of time for completion of bank reconciliations. He suggested a standard (such as 60 days) be established, but wondered if there was already a state law standard.

In response to a committee question, Randy-Mr. Van Dyke noted that he recommends audits for closure when the department has completed as many of his-the recommendations he feels are feasible. The committee expressed concern that they were being asked to close reports where-when all recommendations hadn't been fully complied-withaddressed.

Committee moved and approved the UofU's Audit Director's recommendations.

- 3) Utah State University (Tab V)
Committee moved and approved USU's Audit Director's recommendations.

- 4) Weber State University (Tab W)
Committee moved and approved WSU's Audit Director's recommendations.

- 5) Utah Valley Community College
Committee moved and approved UVSC's Audit Director's recommendations.

- 6) Office of the Commissioner
Committee moved and approved OCHE's Audit Director's recommendations.

Information: Status Report & Assignment List

A status report was reviewed for each of the audit organizations. Keith Sedwick noted he was hiring a new auditor.

Greg-Mr. Fisher noted that the SUU Enterprises Audit-compliance review had been held open pending completion of two minor recommendations. Greg-He had not been back to the campus to follow up on those recommendations, -_he-He will do so shortly.

Lynn-Ms. Cartwright was working on the BarbaryBarbering/Cosmetology Department. The department had a change in their department administrator. The Grand Theater audit has not been done. Lynn-Ms. Cartwright hasn't been able to conduct the review because she has been out for surgery.

The committee discussed alternate ways to assign audits for review by each committee member. No conclusion for an alternate method was reached.

Meeting adjourned at 4:15pm

MEMORANDUM

March 5, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: INFORMATION: UHEAA--Board of Directors Report

Since its last (October 30, 2002) report to the Regents, the UHEAA Board of Directors met on January 14, 2003. A copy of the agenda for the meeting is attached as Exhibit A. The Board welcomed new Board members Fred Hunsaker and Paul Conrad, and two new UHEAA executives (Michael Nemelka, Associate Executive Director for Loan Program Operations and Jon Hazelgren, Manager of Borrower Services), and took the following actions:

1. Adopted a resolution of appreciation for retiring UHEAA Board Members (Ford Stevenson and Judy LeCheminant), and approved minutes for the Board's meeting on October 8, 2002 (attached as Exhibit B).

2. Received, discussed, and formally accepted an information report, which included a presentation by senior members of the State Auditor's audit team, on the following audit reports, for Fiscal Year 2002:

a. UHEAA--State Auditor Management Letter. The management letter contains a report on compliance and internal control as required by Government Auditing Standards. There were no findings or recommendations noted in the report.

b. Student Loan Purchase Program (LPP)--Audited Financial Statements. Net assets in LPP increased by \$20,846,225 during FY 2002, to \$178,139,136. [Total Assets \$1,449,086,609; Total Liabilities \$1,270,947,473.] See "Combining Statement of Net Assets, June 30, 2002" (attached as Exhibit C.) Of the total Net Assets at year-end, \$106,929,445 were Restricted [1988 Revenue Bond Fund \$74,037,647; 1993 Revenue Bond Fund \$32,842,199; and Office Facility Bond Fund \$49,599.], \$70,721,000 was Designated and \$488,691 was Undesignated, for a total of \$71,209,691 in the Short Term Note Fund.

A copy of June 20, 2002 UHEAA Board Report #6, "Year-end Fund Designations in Short-Term Note Fund and Continuation of UHEAA Borrower Benefits," was included with the September 3, 2002 UHEAA Board Report to the Board of Regents, in order to provide a detailed explanation of the fund designations and the borrower benefits. As discussed in the introduction to the June 20 Board Report #6:

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“The Loan Purchase Program . . . Short Term Note Fund (STNF) is the LPP Fund which contains the Program’s unrestricted assets and liabilities. Fund balances in the STNF are generally designated to underwrite student loan program borrower benefits (cost reductions), to provide liquidity for exceptional purchases when lenders make business decisions to sell loans to the secondary market while still in interim status, and to provided reserves for major financing and operating contingencies. The contingency reserves help to support the unusually favorable credit rating position of LPP.”

c. Student Loan Guarantee Program (LGP)–Audited Financial Statements. Net assets in LGP remained level during FY 2002, increasing from \$20,762,371 to \$20,763,592. [Total Assets \$49,123,700; Total Liabilities \$28,360,108.] See “Combining Statement of Net Assets, June 30, 2002” (attached as Exhibit D).

LGP has two separate Funds, as specified by statute enacted in the Higher Education Amendments of 1998, an Agency Operating Fund (agency property) and a Federal Reserve Fund (Federal Government property). The Federal Reserve Fund (“Reserve Fund”) provides the insurance reserve for payment of lender claims and certain other specified expenses. Included in both Assets and Liabilities within the Reserve Fund at year-end were \$14,854,972 for a “return” of reserves provision. The “return” took place at the end of the Federal Fiscal Year ending September 30, 2002. The Agency Operating Fund (AOF) is, as the name indicates, the fund from which all LGP operating expenses are paid. Revenues for this fund, newly-established by the October 1998 Higher Education Amendments, were severely constrained by changes in the federal legislation. The entire FY 2002 year-end fund balance in the AOF is attributable to funds transferred from LPP to provide sufficient working capital. As a result of several actions taken to constrain current operating expenses—most notably, investment in conversion to a new major computer system--the AOF budget is projected to operate in the black on a current basis by next fiscal year.

d. Utah Educational Savings Plan Trust (UESP)–Audited Financial Statements. Net Assets in UESP increased by \$178,444,042, from \$42,282,858 to \$220,726,900. See “Combining Statement of Fiduciary Net Assets, June 30, 2002” (attached as Exhibit E).

UESP has three separate funds, the Program Fund for participant invested funds, the Endowment Fund (interest earnings on which are used to supplement earnings on participant money market accounts only), and the Administrative Fund for operating expenses. All but a very small portion of total assets and liabilities are in the Program Fund. The large gain in the Program Fund net assets is due to major increases in number of participants and new participant investments, while the fair value of investments in the fund (mostly in equity-based options) decreased by just over \$25 million.

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e. State Auditor Compliance Report. LPP operates a Lender Servicing Center (LSC) that provides loan origination and interim servicing for participating lenders. The LSC is responsible for the proper and timely performance of due diligence on behalf of the participating lenders. This report constitutes a compliance attestation that is required by federal regulation for lenders participating in the Federal Family Education Loan Program (FFELP). LPP is required to obtain the attestation as a third party servicer for the participating lenders. The report contains an auditor's opinion on management's assertions that the LSC complied with requirements outlined in the Statement of Compliance. There were no other findings or recommendations noted in the report.

3. Reviewed and approved Monthly Investment Reports for August, September and October, 2002, and Quarterly Investment Reports for the Quarter ending September 30, 2002, for the Student Loan Guarantee Program (LGP), the SBR Loan Purchase Program (LPP), the Utah Educational Savings Plan Trust (UESP), the Utah Tuition Assistance Program (UTAP), and the Utah Engineering and Computer Science Loan Forgiveness Program (UECLP).

4. Approved a small rule change for the Utah Educational Savings Plan Trust (UESP) to eliminate a \$300 minimum requirement for annual contributions to participant accounts. The change was recommended to permit more flexibility in encouraging small savings programs by lower-income families and individuals.

5. Approved a rule change for Utah's "Leveraging Educational Assistance Partnership" (LEAP) program, to conform to changes in federal legislation since the rule had been adopted.

6. Received and discussed an information report by Assistant Attorney General William T. Evans, on "Responsibilities of Board Members and Indemnification Under State Law." The review was especially timely in view of recent scandals involving some prominent financial firms and large corporations, which have created increased scrutiny of boards of directors throughout the country.

7. Reviewed and briefly discussed the current "UHEAA Mission Statement" and "Special Mission and Strategy for Utah Student Loan Programs" (copy attached as Exhibit F).

8. Received and discussed a report on "Planning for Initiation of In-House Servicing and Associated Organizational Adjustments." A copy of UHEAA Board Report #7 (January 14, 2003), which provides background on the move to in-house servicing of UHEAA's portfolio of in-repayment loans, and copies of slides used in the presentation, are attached as Exhibit G.

9. Received four additional information reports–

a. "Student Financial Aid Status Report Presented at November 2002 SBR Meeting."

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March 5, 2003–Page 4**

- b. "FY 2004 State Board of Regents Budget Priorities."
- c. "Projected 2003 Schedule of Student Loan Revenue Bond Issues"–Copy attached as Exhibit H.
- d. "Scheduled Education Department Reviews of UHEAA During 2003–Copy attached as Exhibit I.

The next UHEAA Board of Directors Meeting is scheduled for April 3, 2003, at The Gateway.

Cecelia H. Foxley, Commissioner

Attachments (Exhibits A through I)

CHF/CGN

MEMORANDUM

March 5, 2003

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Progress Report on Health Benefits Study

Issue

The Finance, Facilities, and Accountability Committee directed staff to “determine best practice for a standard benefit plan and best practice for employee cost-sharing, and adopt those best practices during a two-year transition period.” A staff workgroup consisting of financial and human resources officers met recently to continue this assignment.

Discussion

The first section of Attachment 1 depicts the relative “richness” of the health benefit plan design of each USHE institution (excluding UCAT). The standard PEHP coverage plan for state employees, which is nearly identical to the PEHP plans of Dixie State College and College of Eastern Utah, is assumed to be the best-practice benchmark in terms of relative plan richness. The benchmark plan has a value of 1.000. Institutional plans with a value less than 1.000 have less relative richness for employees, while plans with values greater than 1.00 are richer for employees. The richness values range from 0.949 to 1.068 – a spread of almost 12 percentage points.

The second section of Attachment 1 describes a second benchmark element – premium contributions by employees. In terms of premium contributions the benchmark is the 93% to 7% employer/employee contribution split used by Utah State University and the state employee program. The University of Utah has a larger employee premium contribution, while seven institutions have no employee premium contribution. Again, each institutional program is assigned a value above or below the benchmark.

Section three combines plan design and premium contribution into one richness relativity number. The 1.000 benchmark is the state employee program. Two institutions, the University of Utah and Utah State University, are already below the target. It is the preliminary thinking of the workgroup that the remaining seven institutions would be directed to lower their richness to meet the 1.000 target through either plan design changes or employee premium contributions, or through some combination of the two.

The workgroup wishes to remind the Regents that “lower the richness” of health plans is another way of saying “shift costs to employees.” This cost shifting will follow at least two years of zero salary increases. It also ignores the fact that in recent years institutions have made different decisions with regard to reducing or forgoing salary increases in order to protect benefits. Also, the calculations embedded in Attachment 1 for health benefit design or premium sharing do not include the relative richness of salaries across institutions. The workgroup believes that all USHE salaries are below peer averages, and that salaries at some institutions are significantly below peer averages. That being said, the workgroup endorses the effort to adjust health benefit costs, but hopes there will also be efforts in the future to improve salaries, with a focus on the comparability of total compensation.

Section four of Attachment 1 is not part of the richness benchmark process, but is provided as additional information to the Regents. An institution could meet the 1.000 benchmark and still have higher or lower costs because of census demographics – particularly age, gender, and family size. A second element not yet included in the workgroup study is the variability of costs due to differences in provider networks. The workgroup also plans to develop a list of best practices with regard to employee health and wellness.

Recommendation

This progress report is intended for information only. No action is needed. The workgroup welcomes questions and further direction from the Finance, Facilities, and Accountability Committee.

Cecelia H. Foxley, Commissioner

CHF/MHS
Attachment

Health Insurance Relativities, 2002-2003

Red = Highest Relativity
Green = Lowest Relativity

University of Utah				USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC	State of Utah
BCBS Indemnity	VC Basic	VC Preferred	UUHP									

I. Benefit Plan Relativities - Value of Net Employer Paid Benefits ⁽¹⁾

Hospital In-Patient	0.904	0.906	1.006	1.010	0.950	0.950	1.057	1.000	1.000	1.000	1.061	0.912	1.000
Hospital Out-Patient	0.913	0.915	0.981	0.984	0.940	0.938	1.091	1.000	1.000	1.000	1.023	0.925	1.000
Physician/Professional	0.996	1.001	1.090	1.092	1.051	1.006	1.107	1.000	1.000	1.000	1.082	0.996	1.000
Pharmacy	1.087	1.090	1.017	1.017	1.000	1.078	1.008	0.847	1.000	1.000	1.018	0.922	1.000
All Employer Paid Benefits	0.977	0.978	1.032	1.037	0.995	1.002	1.068	0.972	1.000	1.000	1.061	0.949	1.000

II. Premium Contributions

Employer Contribution		81%			93%	100%	100%	100%	100%	100%	100%	100%	93%
Employee Contribution		19%			7%	0%	0%	0%	0%	0%	0%	0%	7%
Employer Premium Relativity Index		0.948			1.000	1.030	1.030	1.030	1.030	1.030	1.030	1.030	1.000

III. Combined Benefit and Premium Index

Employer Benefit/Premium Index	0.927	0.928	0.979	0.983	0.995	1.032	1.100	1.001	1.030	1.030	1.093	0.978	1.000
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IV. Demographic Relativity Factors ⁽²⁾

Per Covered Person Relative Cost Factor		0.977			1.022	1.110	0.924	0.975	1.063	0.973	1.026	1.038	1.038
Per Covered Employee Relative Cost Factor		0.924			1.013	1.285	1.092	1.357	1.362	1.223	1.071	1.152	1.152

Notes:

(1) Assumes a constant demographic mix and provider network. The PEHP plan at DSC and CEU is used as the standard 1.0 plan, since it is nearly identical to the PEHP plan offered to state employees. Source: Milliman USA, *Utah System of Higher Education Benefit Relativity and Demographic Study*, January 2003.

(2) Assumes a constant plan benefit (DSC/CEU plan) and provider network. Source: Milliman USA, *Utah System of Higher Education Benefit Relativity and Demographic Study*, January 2003.

MEMORANDUM

March 6, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability 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 1).** Board Policy R541, Management and Reporting of Institutional Investments, requires the Finance, Facilities, and Accountability Committee of the Regents to review and approve the investment report of the Office of the Commissioner on a regular basis. All operating funds of the Office of the Commissioner are invested with the University of Utah Cash Management Pool. The investment report for January and February for the Office of the Commissioner is attached.
- 2. UofU and USU Capital Facilities Delegation Reports (Attachment 2).** 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.

Cecelia H. Foxley, Commissioner

CHF/MHS/jv
Attachments

MEMORANDUM

March 5, 2003

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Review of the 2003 Legislative Session

Overview

The 55th Session of the Utah Legislature concluded on March 5, 2003. It was a challenging year for Legislators and Higher Education as the State began to reverse the recent trend of declining revenue, but not quick enough to make up for the budget cuts imposed since 2001. The Higher Education Community---Regents, Presidents, Trustees, Students---combined forces to communicate Higher Education's needs to Legislators. Trustees and Regents helped contact over 50 members of the Legislature, and Regents, Presidents, the Commissioner's Office, and Institutional Legislative Liaisons made frequent contacts throughout the session. Although USHE will continue to make some difficult adjustments due to budget cuts imposed in 2001 and 2002 and unfunded enrollment growth, Legislators addressed several of our concerns by not imposing further cuts, enacting legislation we favored, and providing some additional funding for a few of our most pressing needs.

Budget

After two years of significant budget shortfalls, Legislators continued to grapple with budget challenges. In mid-February, updated revenue forecasts indicated that the revenue shortfalls of the past three years have apparently bottomed-out, with a projected increase of revenue of \$21 million in ongoing funds for Fiscal Year 2004 as well as an increase for the current year (FY 2003) of \$42 million one-time funds. This good news enabled the Legislature to avoid further cuts to the budgets of Higher Education. Without enacting significant revenue increases, however, the Legislature was unable to restore the ongoing cut of \$12 million imposed in December 2002, which becomes effective on July 1, 2003. The Legislature did fund an additional \$4,925,000 for USHE's ten institutions and the Utah Education Network above the base budget enacted in the December 2002 Special Session. The Legislature also funded about \$5.5 million in state tax funds to help cover increased compensation costs for health and dental insurance, and state retirement increases. Details on the appropriations to USHE, including the additional \$4.9 million, will be included in Attachment 1 and hand-carried to the meeting. The Legislature agreed to continue the practice of allowing second-tier tuition revenue to remain at the institution where it was raised.

With this additional funding, ongoing tax fund appropriations for 2003-2004 will remain at about the same level as the 2002-2003. This represents a 4 percent tax funds reduction below the level originally funded for 2001-2002. Combined with the impact of unfunded enrollment growth, the system faces a tax funds deficit of about 10.5 percent for 2003-2004, before accounting for any additional growth that will occur next year.

Capital Facilities

After having gone to conference committee and then still not achieving concurrence in both chambers, a sixth version of the Bond Bill passed with the following projects: Capital Improvements (\$4.2 million), State Capitol (\$5.8 million), State Archives (\$8 million), USU Library (\$40 million), and UVSC's purchase of the Vineyard Elementary School (\$6.6 million), for a total of \$64.6 million. Attachment 2, which will be hand-carried to the meeting, will have additional detail on the state funded and non-state funded capital development projects.

Legislation

USHE identified three pieces of legislation as priorities for 2003, and each of them was approved by the Legislature. HB 232, sponsored by Rep. Ron Bigelow, "Utah College of Applied Technology Amendments," makes several changes which clarifies UCAT as a single institution, and makes other adjustments which will be helpful in gaining accreditation. HB 161, "Snow College Richfield Campus," sponsored by Rep. Brad Johnson, consolidates the Central Applied Technology College with Snow College, creating Snow College Richfield Campus. HB 75, "Nonresident Tuition for Higher Education Amendments," sponsored by Rep. Loraine Pace, establishes 500 new tuition waivers for five years, to ease the transition to the stricter non-resident tuition policies established by last year's HB 331. A complete report of legislation tracked by USHE will be hand-carried to the meeting and will form Attachment 3.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents express appreciation to all who assisted with the 2003 Legislative Session.

Cecelia H. Foxley, Commissioner

CHF:db

MEMORANDUM

March 4, 2003

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Final Action on 2003-2004 Tuition

Issue

During the November and January meetings, Regents have taken a number of steps to establish tuition rates for 2003-2004. The first step was to adopt a first-tier tuition increase of 4.5 percent for the nine two- and four-year USHE institutions, setting aside the revenue from 0.5 percent of this increase for need-based financial aid. A second step was to approve preliminary second-tier percentage increases or ranges. At this time, Regents are asked to finalize action on first and second-tier tuition increases for 2003-2004, as well as to approve differential increases for three graduate programs.

Background

Action to date on 2003-2004 tuition has been preliminary, pending the outcome of the 2003 Legislative Session. With state revenue estimates indicating the first signs of economic recovery, discussion of additional budget cuts has subsided (see Tab Q for a complete report of the budget and 2003 Legislative Session). Institutions, however, still have ongoing base budget reductions from the December Special Session to implement for July 1. In addition, sufficient state-funding for standard mandated cost increases and new students has not been provided. As a result, tuition increases become a necessary source of revenue to maintain qualify programs and access to higher education.

In addition to state funding levels, Regents typically consider a number of other indicators when setting tuition, such as inflationary increases in the Consumer Price Index and Higher Education Price Index, regional and national tuition increases, and comparisons of tuition and feel levels at Western higher education institutions. A summary of this information is provided in Attachment 1.

First-tier Increases - From the 4.5 percent first-tier increase, institutions are expected to provide a portion of the funding to match state increases in health and dental insurance, state retirement rates, and internal service fund increases. Attachment 2 shows the amount of first-tier tuition revenue generated at each institution and the identified uses of those funds either by the Regents (for need-based aid) or by the Legislature (for compensation and internal service funds). The remaining amount of unallocated first-tier tuition (column f) could be used by each institution to address state tax fund budget reductions, standard mandated cost increases, or other urgent needs.

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March 4, 2003
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Second-tier Increases - Although some proposals during the General Session suggested other uses for second-tier tuition revenue, institutions maintain the ability to use those funds for the purposes identified with students through the Truth-in-Tuition hearings in December and January. In January, Regents approved specific preliminary percentage increases for all institutions except CEU and UVSC. Ranges were approved for these two institutions which will need to be specified and approved by the Regents on March 14. These two presidents will report their final second-tier proposals to the Regents at that time. Attachment 3 summarizes the preliminarily approved second-tier tuition proposals.

Differential Graduate Increases - Master Plan 2000 recommended greater flexibility in setting and budgeting tuition at USHE institutions. As a result, officials at the University of Utah, Utah State University, Weber State University, and Southern Utah University proposed differential tuitions for graduate programs based on demand for specific programs, earnings potential for graduates, the societal importance of the program, and other factors. Increased revenues from these differential tuitions are to benefit the impacted programs. Regent Policy R510-3.6 provides for these differential tuition increases. To date, 26 graduate programs have differential tuition schedules. While most are higher than regular graduate tuition (such as law, business, and medicine), graduate tuition for educational studies at the University of Utah is lower.

At this time, officials from the University of Utah and Southern Utah University seek to implement additional graduate tuition differentials. The University of Utah seeks a \$40 per credit hour increase for the Graduate School of Social Work. Assessed to new students beginning Summer Term 2003, annual tuition would increase \$800 above the regular graduate tuition rate for a full-time student in Social Work. The total annual revenue anticipated from this increase is \$274,000 when fully implemented. The increase will be used to address unmet programmatic needs, such as staffing for the School of Social Work computer lab, offsetting lost federal support to train social workers in rural Utah, and providing for high quality continuing education instructors. Currently, the School of Social Work's graduate tuition is 62% of the average for a group of 11 national peers. The proposed increase would bring the tuition to 83% of the average for this peer group. Attachment 4 outlines this proposal.

Southern Utah University, in concert with its second-tier tuition increases, has recommended adjustments to the graduate tuition rates for its Master of Education and Master of Accountancy Programs. The proposed Master of Education program increase will bring it to the same level as the Master of Fine Arts program. This amounts to an additional increase above the second-tier increase of \$450 per year for a full-time student. The Master of Accountancy increase equates to an increase of an additional \$600 on top of the second-tier increase for full-time students, bringing the graduate tuition for Accountancy to the same level as Business Administration. The additional tuition revenues from these increases are aimed at supplementing other second-tier increases that target funding for student retention, faculty and staff retention, and student support.

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Policy Implications

Regent Policy R510-3.5 states "Undergraduate nonresident tuition shall be set at 3.5 times the institutional undergraduate tuition rates." Final approval of the proposed 2003-2004 tuition rates would result in two institutions, Utah State University and Southern Utah University, having a nonresident tuition rate of 3.3 times the resident rate. For Utah State University, this maintains the same relationship between resident and nonresident tuition as 2002-2003, when nonresident tuition increased less because of the uncertainties related to HB 331. Southern Utah University is proposing a smaller nonresident increase this year because of the disproportionate dollar impact a 23.5 percent increase has on the higher nonresident rate. The nonresident increase of 11.8 percent causes their nonresident to resident tuition ratio to be the same as USU.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the appropriateness of the preliminary action on tuition given the outcomes of the 2003 Legislative Session, and then:

- Finalize the first-tier increase at 4.5 percent, including the set aside of the revenue from 0.5 percent of the increase for need-based student financial aid;
- After identifying specific increases for CEU and UVSC, finalize the second-tier increases as described on Attachment 3, noting the policy exception for USU and SUU with regard to the relationship between nonresident and resident tuition, and;
- Discuss the proposed differential graduate tuition proposals, and if satisfied that these increases support the objectives of Master Plan 2000 and needs of the programs, approve the differential graduate tuition increases for the Graduate School of Social Work at the University of Utah and for the Master of Education and Master of Accountancy Programs at SUU.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachments

USHE 2003-2004 Tuition Increase

Benchmark Inflation and Tuition Increase Information

March 2003

Table 1. General Inflation Indicator

Consumer Price Index, July 1992 to January 2003

	7/92 to 7/93	7/93 to 7/94	7/94 to 7/95	7/95 to 7/96	7/96 to 7/97	7/97 to 7/98	7/98 to 7/99	7/99 to 7/00	7/00 to 7/01	7/01 to 7/02	1/02 to 1/03
	140.5	144.4	148.4	152.5	157.0	160.5	163.2	166.7	172.8	177.5	177.1
	144.4	148.4	152.5	157.0	160.5	163.2	166.7	172.8	177.5	180.1	181.7
Academic Year Increase	2.8%	2.8%	2.8%	3.0%	2.2%	1.7%	2.1%	3.7%	2.7%	1.5%	
Most Recent 12-months (January to January)											2.6%

Source: Bureau of Labor Statistics. Consumer Price Index--Urban (Not Seasonally Adjusted) July to July. November 2002 (www.bls.gov).

Table 2. Higher Education Inflation Indicator

Higher Education Price Index, July 1992 to July 2002

	7/92 to 7/93	7/93 to 7/94	7/94 to 7/95	7/95 to 7/96	7/96 to 7/97	7/97 to 7/98	7/98 to 7/99	7/99 to 7/00	7/00 to 7/01	7/01 to 7/02
Academic Year Increase	2.9%	3.4%	2.9%	2.9%	3.1%	3.5%	2.4%	4.1%	4.8%	3.8%

Source: Research Associates of Washington. Higher Education Price Index. June 2001; Higher Education Price Index, FY 2002 Increase Estimate. June 2002.

Table 3. Regional Tuition Indicator

WICHE Region Tuition & Fee Increases at Public Institutions, 1992-93 to 2002-03

	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Four-year Institutions											
Resident Undergrad.	12.4%	9.3%	9.5%	3.8%	3.8%	4.2%	2.1%	2.0%	2.4%	5.2%	5.3%
Resident Graduate	13.0%	11.2%	10.7%	6.3%	3.7%	4.4%	3.6%	1.4%	3.7%	5.2%	5.3%
Nonresident Undergrad.	7.2%	6.7%	7.6%	4.6%	5.2%	4.2%	3.0%	2.8%	2.8%	4.5%	8.9%
Nonresident Graduate	7.8%	6.6%	7.6%	5.9%	4.6%	3.4%	3.2%	2.9%	3.5%	4.5%	7.6%
Two-year Institutions											
Resident	8.9%	8.5%	7.4%	4.7%	5.7%	5.1%	4.0%	5.2%	4.7%	5.0%	7.8%
Nonresident	8.7%	7.9%	8.0%	4.2%	5.7%	4.1%	3.3%	3.2%	3.9%	3.2%	5.5%

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2002-2003. November 2002 (forthcoming).

Table 4. National Tuition Indicator

National Average Tuition Increases at Public Institutions, 1999-2000 to 2002-2003

	99-00	00-01	01-02	02-03
Research Universities				
Resident Undergrad.		3.5%	5.0%	6.5%
Resident Graduate		4.0%	5.1%	6.2%
Nonresident Undergrad.		4.5%	4.6%	6.1%
Nonresident Graduate		4.8%	5.0%	6.1%
Comprehensive Institutions				
Resident Undergrad.		3.6%	4.7%	7.0%
Resident Graduate		4.1%	5.2%	7.2%
Nonresident Undergrad.		3.8%	4.2%	6.7%
Nonresident Graduate		4.5%	4.4%	6.7%
Community Colleges				
Resident		2.9%	5.9%	5.0%
Nonresident		4.7%	2.4%	4.6%

1999-00 through 2001-2002 Sources: Washington Higher Education Coordinating Board. Tuition and Fee Rates: A National Comparison. 2000, 2001, and 2002.

2002-03 Source: The College Board. Trends in College Pricing 2002. October 2002

USHE 2003-2004 Tuition Increase

Benchmark Inflation and Tuition Increase Information

March 2003

Table 5. Tuition Increase History

USHE Resident and Nonresident Tuition Increases, 1992-93 to 2002-2003

	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02 ⁽²⁾	02-03 ⁽²⁾
Resident Increases											
UU	6.0%	7.0%	5.0%	6.0%	0.0%	3.8%	2.7%	3.0%	4.0%	6.8%	9.6%
USU	6.0%	7.0%	7.0%	6.0%	0.0%	3.8%	2.7%	3.0%	4.0%	9.0%	9.5%
WSU	6.0%	7.0%	7.0%	6.0%	0.0%	3.8%	2.7%	3.0%	4.0%	7.0%	9.0%
SUU	6.0%	7.0%	7.0%	6.0%	0.0%	3.8%	2.7%	3.0%	5.8%	7.5%	9.0%
Snow	4.0%	4.0%	5.8%	5.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	9.5%
Dixie	3.0%	4.0%	4.0%	0.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	5.0%
CEU	4.0%	4.0%	5.5%	5.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	8.0%
UVSC	4.0%	4.0%	4.0%	3.0%	0.0%	3.8%	2.7%	3.0%	4.0%	12.5%	19.5%
SLCC	3.0%	4.0%	4.0%	3.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	9.0%
USHE Average ⁽¹⁾	4.7%	5.3%	5.5%	4.4%	0.0%	3.8%	2.7%	3.0%	4.2%	7.2%	9.8%
Nonresident Increases											
UU	8.2%	11.4%	7.6%	6.1%	0.0%	3.8%	2.7%	3.0%	4.0%	6.8%	6.8%
USU	6.0%	12.7%	11.3%	-2.0%	5.6%	3.8%	2.7%	3.0%	4.0%	9.0%	9.0%
WSU	10.0%	13.1%	14.0%	0.0%	0.0%	3.2%	2.8%	3.0%	4.0%	7.0%	7.0%
SUU	10.0%	15.2%	20.1%	0.0%	0.0%	3.8%	2.7%	3.0%	5.8%	5.5%	5.5%
Snow	44.6%	20.6%	5.8%	0.0%	0.0%	3.8%	2.7%	3.1%	4.0%	5.5%	5.5%
Dixie	18.1%	11.1%	14.7%	1.3%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	5.5%
CEU	10.0%	15.0%	14.0%	8.5%	0.0%	3.8%	2.8%	6.3%	4.0%	5.5%	5.5%
UVSC	8.7%	8.6%	10.7%	4.0%	0.0%	3.8%	2.7%	3.0%	4.0%	12.5%	12.5%
SLCC	6.7%	7.3%	6.8%	5.0%	0.0%	3.7%	2.7%	3.0%	4.0%	5.5%	5.5%
USHE Average ⁽¹⁾	13.6%	12.8%	11.7%	2.5%	0.6%	3.7%	2.7%	3.4%	4.2%	7.0%	7.0%

(1) Simple Average.

(2) Percentage increases represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

Table 6. Tuition Increase Revenue Impact

Impact of 1% and 4.5% Tuition Increase on Tuition Revenue

	UU	USU	WSU	SUU	Snow	Dixie	CEU	UVSC	SLCC	USHE
Revenue w/ 1% Increase	\$835,800	\$449,200	\$277,500	\$81,200	\$25,800	\$41,800	\$21,600	\$331,100	\$239,900	\$2,303,900
Revenue w/ 4.5% Increase	\$3,760,700	\$2,021,800	\$1,248,600	\$372,700	\$116,000	\$187,900	\$97,300	\$1,489,900	\$1,079,700	\$10,374,600

Table 7. Tuition Increase Rate Impact

Impact of 1% and 4.5% Tuition Increase on Full-time Tuition Rates

	UU	USU	WSU	SUU	Snow	Dixie ⁽¹⁾	CEU	UVSC ⁽¹⁾	SLCC	USHE ⁽²⁾
Resident Undergraduate										
02-03 Full-time Rate	\$2,742	\$2,324	\$1,947	\$1,888	\$1,253	\$1,320	\$1,296	\$1,842	\$1,564	\$1,419
1% Increase	\$27	\$23	\$19	\$19	\$13	\$13	\$13	\$18	\$16	14
4.5% Increase	\$123	\$105	\$88	\$85	\$56	\$59	\$58	\$83	\$70	64
Resident Graduate^{(3), (4)}										
02-03 Full-time Rate	\$2,228	\$2,289	\$1,846	\$2,034						2,099
1% Increase	\$22	\$23	\$18	\$20						21
4.5% Increase	\$100	\$103	\$83	\$92						95
Nonresident Undergraduate										
02-03 Full-time Rate	\$9,600	\$7,689	\$6,815	\$6,882	\$5,472	\$5,746	\$5,428	\$6,448	\$5,474	\$5,292
1% Increase	\$96	\$77	\$68	\$69	\$55	\$57	\$54	\$64	\$55	53
4.5% Increase	\$432	\$346	\$307	\$310	\$246	\$259	\$244	\$290	\$246	238
Nonresident Graduate^{(3), (4)}										
02-03 Full-time Rate	\$7,864	\$8,012	\$6,462	\$7,574						7,478
1% Increase	\$79	\$80	\$65	\$76						75
4.5% Increase	\$354	\$361	\$291	\$341						337

(1) Lower division rates only listed for Dixie and UVSC. Dixie's upper division equals SUU; UVSC's upper division equals WSU.

(2) Simple Average.

(3) General graduate tuition rates only, differential graduate tuition rates not included.

(4) Graduate tuitions may be less than undergraduate because a full-time load for a graduate student (10 credits) is less than an undergraduate (15 credits).

**USHE 2003-2004 Tuition Increase
WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2002-2003**

March 2003

Table 8. Resident Undergraduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Doct/Research	24 of 40	\$3,325	\$4,566	\$1,870	\$3,449	73%	96%	10 of 19	\$3,325	\$4,033	\$2,490	\$3,068	82%	108%
USU	Doct/Research	34 of 40	\$2,899	\$4,566	\$1,870	\$3,449	63%	84%	16 of 19	\$2,899	\$4,033	\$2,490	\$3,068	72%	94%
WSU	Mstr & Bacc.	27 of 55	\$2,427	\$4,042	\$1,744	\$2,596	60%	93%	10 of 16	\$2,427	\$3,547	\$2,184	\$2,641	68%	92%
SUU	Mstr & Bacc.	31 of 55	\$2,359	\$4,042	\$1,744	\$2,596	58%	91%	13 of 16	\$2,359	\$3,548	\$2,184	\$2,641	66%	89%
Snow	Two-Year	80 of 236	\$1,523	\$2,610	\$330	\$1,029	58%	148%	28 of 69	\$1,523	\$2,078	\$352	\$1,312	73%	116%
Dixie ⁽⁵⁾	Two-Year	74 of 236	\$1,612	\$2,610	\$330	\$1,029	62%	157%	22 of 69	\$1,612	\$2,078	\$352	\$1,312	78%	123%
CEU	Two-Year	73 of 236	\$1,630	\$2,610	\$330	\$1,029	62%	158%	21 of 69	\$1,630	\$2,078	\$352	\$1,312	78%	124%
UVSC ⁽⁶⁾	Bacc.	14 of 15	\$2,196	\$4,042	\$2,050	\$2,930	54%	75%	7 of 7	\$2,196	\$3,031	\$2,196	\$2,599	72%	84%
SLCC	Two-Year	55 of 236	\$1,890	\$2,610	\$330	\$1,029	72%	184%	4 of 69	\$1,890	\$2,078	\$352	\$1,312	91%	144%

Table 9. Resident (General) Graduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Doct/Research	33 of 40	\$3,085	\$7,854	\$1,776	\$4,248	39%	73%	13 of 19	\$3,085	\$4,538	\$1,776	\$3,311	68%	93%
USU	Doct/Research	32 of 40	\$3,195	\$7,854	\$1,776	\$4,248	41%	75%	12 of 19	\$3,195	\$4,538	\$1,776	\$3,311	70%	96%
WSU	Mstr & Bacc.	21 of 45	\$2,651	\$6,507	\$1,822	\$3,155	41%	84%	6 of 10	\$2,651	\$4,448	\$2,328	\$3,008	60%	88%
SUU	Mstr & Bacc.	23 of 45	\$2,496	\$6,507	\$1,822	\$3,155	38%	79%	8 of 10	\$2,496	\$4,448	\$2,328	\$3,008	56%	83%

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2002-2003. November 2002 (forthcoming).

Notes:

- (1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.
- (2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.
- (3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.
- (4) Simple average.
- (5) Lower division rate only listed for Dixie. Dixie's upper division equals SUU.
- (6) Lower division rate only listed for UVSC. UVSC's upper division equals WSU. UVSC is in the second-year of a phase-in to move to WSU's lower division rate. For the first time, in 2002-2003 UVSC is compared to other Baccalaureate institutions.

**USHE 2003-2004 Tuition Increase
WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2002-2003**

March 2003

Table 10. Nonresident Undergraduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Doct/Research	29 of 40	\$10,182	\$18,637	\$8,082	\$12,248	55%	83%	14 of 19	\$10,182	\$18,637	\$8,199	\$11,059	55%	92%
USU	Doct/Research	38 of 40	\$8,199	\$18,637	\$8,082	\$12,248	44%	67%	19 of 19	\$8,199	\$18,637	\$8,199	\$11,059	44%	74%
WSU	Mstr & Bacc.	48 of 55	\$7,295	\$13,611	\$3,678	\$9,484	54%	77%	15 of 16	\$7,295	\$13,611	\$6,802	\$9,089	54%	80%
SUU	Mstr & Bacc.	47 of 55	\$7,344	\$13,611	\$3,678	\$9,484	54%	77%	14 of 16	\$7,344	\$13,611	\$6,802	\$9,089	54%	81%
Snow	Two-Year	78 of 236	\$5,742	\$8,055	\$500	\$5,092	71%	113%	33 of 69	\$5,742	\$7,761	\$500	\$4,892	74%	117%
Dixie ⁽⁵⁾	Two-Year	60 of 236	\$6,038	\$8,055	\$500	\$5,092	75%	119%	24 of 69	\$6,038	\$7,761	\$500	\$4,892	78%	123%
CEU	Two-Year	76 of 236	\$5,762	\$8,055	\$500	\$5,092	72%	113%	32 of 69	\$5,762	\$7,761	\$500	\$4,892	74%	118%
UVSC ⁽⁶⁾	Bacc.	14 of 15	\$6,802	\$12,264	\$6,475	\$8,438	55%	81%	7 of 7	\$6,802	\$10,330	\$6,802	\$8,821	66%	77%
SLCC	Two-Year	74 of 236	\$5,800	\$8,055	\$500	\$5,092	72%	114%	30 of 69	\$5,800	\$7,761	\$500	\$4,892	75%	119%

Table 11. Nonresident (General) Graduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Rsrch & Doc.	32 of 40	\$9,570	\$18,637	\$8,484	\$12,453	51%	77%	14 of 19	\$9,570	\$18,637	\$9,273	\$11,416	51%	84%
USU	Rsrch & Doc.	30 of 40	\$9,909	\$18,637	\$8,484	\$12,453	53%	80%	16 of 19	\$9,909	\$18,637	\$9,273	\$11,416	53%	87%
WSU	Mstr & Bacc.	44 of 45	\$7,974	\$16,828	\$7,550	\$10,590	47%	75%	9 of 10	\$7,974	\$14,901	\$7,550	\$9,641	54%	83%
SUU	Mstr & Bacc.	43 of 45	\$8,036	\$16,828	\$7,550	\$10,590	48%	76%	8 of 10	\$8,036	\$14,901	\$7,550	\$9,641	54%	83%

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2002-2003. November 2002 (forthcoming).

Notes:

- (1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.
- (2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.
- (3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.
- (4) Simple average.
- (2) Percentage increases represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.
- (6) Lower division rate only listed for UVSC. UVSC's upper division equals WSU. UVSC is in the second-year of a phase-in to move to WSU's lower division rate. For the first time, in 2002-2003 UVSC is compared to other Baccalaureate institutions.

Utah System of Higher Education

March 3, 2003

First-tier Tuition Revenue Amounts and Uses

FY 2003-2004

	First-Tier						
	REVENUE	USES					
	4.5% Increase ⁽¹⁾ (a)	0.5% Need-based Aid Set Aside (b)	Health and Dental ⁽²⁾ (c)	State Retirement ⁽²⁾ (d)	Internal Service Funds - Risk/Fleet ⁽²⁾ (e)	Unallocated (f)	Total (g)
University of Utah							
Education and General	\$3,403,000	\$378,100	\$364,600	\$147,800	\$104,900	\$2,407,600	\$3,403,000
SOM Non-MD	352,300	39,100	24,300	15,400		273,500	352,300
RDEP	5,400	600	100	100		4,600	5,400
Subtotal - UU	<u>3,760,700</u>	<u>417,800</u>	<u>389,000</u>	<u>163,300</u>	<u>104,900</u>	<u>2,685,700</u>	<u>3,760,700</u>
Utah State University							
Education and General	1,784,800	198,300	302,400	69,400	6,000	1,208,700	1,784,800
Uintah Basin CEC	76,600	8,500	9,900	3,900		54,300	76,600
Southeast CEC	17,600	2,000	1,600	600		13,400	17,600
Brigham City CEC	41,400	4,600	300	2,300		34,200	41,400
Tooele/Wasatch CEC	101,400	11,300	8,100	4,900		77,100	101,400
Subtotal - USU	<u>2,021,800</u>	<u>224,700</u>	<u>322,300</u>	<u>81,100</u>	<u>6,000</u>	<u>1,387,700</u>	<u>2,021,800</u>
Weber State University							
Education and General	1,248,600	138,700	214,400	54,700	5,300	835,500	1,248,600
Southern Utah University							
Education and General	372,700	40,600	91,000	22,600	5,800	212,700	372,700
Snow College							
Education and General	83,600	9,300	32,100	7,400	1,100	33,700	83,600
Richfield Campus	32,400	3,600	41,500			(12,700)	32,400
Subtotal - Snow	<u>116,000</u>	<u>12,900</u>	<u>73,600</u>	<u>7,400</u>	<u>1,100</u>	<u>21,000</u>	<u>116,000</u>
Dixie State College							
Education and General	187,900	20,900	54,500	19,700	4,100	88,700	187,900
College of Eastern Utah							
Education and General	75,300	8,400	21,600	5,100	2,400	37,800	75,300
San Juan Campus	22,000	2,400	4,900	1,700		13,000	22,000
Subtotal - CEU	<u>97,300</u>	<u>10,800</u>	<u>26,500</u>	<u>6,800</u>	<u>2,400</u>	<u>50,800</u>	<u>97,300</u>
Utah Valley State College							
Education and General	1,489,900	165,500	302,900	107,800	11,400	902,300	1,489,900
Salt Lake Community College							
Education and General	1,071,600	119,000	192,100	46,600	(1,300)	715,200	1,071,600
Skills Center	8,100	900	1,800	400		5,000	8,100
Subtotal - SLCC	<u>1,079,700</u>	<u>119,900</u>	<u>193,900</u>	<u>47,000</u>	<u>(1,300)</u>	<u>720,200</u>	<u>1,079,700</u>
USHE TOTAL	<u>\$10,374,600</u>	<u>\$1,151,800</u>	<u>\$1,668,100</u>	<u>\$510,400</u>	<u>\$139,700</u>	<u>\$6,904,600</u>	<u>\$10,374,600</u>

Notes:

(1) New tuition revenue is net of fees and waivers.

(2) Legislative Fiscal Analyst calculations for compensation increases and Internal Service Funds

2003-2004 Second-tier Tuition Proposals

	Type of Student	2002-2003 Annual Tuition	2nd-tier increase		Total Increase		2003-2004 Annual Tuition	2nd-tier Revenue	
			\$/year	%	\$/year	%		\$	Use of Revenue
U of U	1. All Students	\$2,742	\$192	7.0%	\$315	11.5%	\$3,057	1. \$350,000 - Student financial aid 2. \$4,550,000 - Departmental allocations for enrollment growth and compensation to be determined after Legislative actions are completed. <u>\$4,900,000</u> TOTAL	
USU	1. Undergraduates	\$2,324	\$116	5.0%	\$221	9.5%	\$2,545	<u>One-time 2003-2004 Allocation</u> 1. \$700,000 - University library enhancements 2. \$1,000,000 - New student information system 3. \$66,200 - Supplemental instruction, Rhetoric Associates 4. \$239,700 - Increase sections of bottleneck courses <u>\$2,005,900</u> TOTAL <u>Ongoing 2004-2005 Allocation</u> 1. \$1,755,900 - 25.5 new faculty, including 7.25 to match Engineering Initiative 2. \$250,000 - 6 FTE for advisors for First-Year Advising Center <u>\$2,005,900</u> TOTAL	
	2. Graduates	\$2,289	\$57	2.5%	\$160	7.0%	\$2,449		
WSU	1. All Students	\$1,946	\$98	5.0%	\$186	9.5%	\$2,132	1. TBD - Salaries 2. TBD - Faculty for additional courses 3. TBD - Additional student services <u>\$1,387,300</u> TOTAL	
SUU	1. Resident Students	\$1,888	\$359	19.0%	\$444	23.5%	\$2,332	<u>Student Retention and Recruitment</u> 1. \$171,000 - Four new student advisors 2. \$50,000 - Student success course 3. \$42,500 - Student recruitment 4. \$42,500 - Marketing <u>\$306,000</u> Subtotal <u>Faculty/Staff Retention and Development</u> 1. \$85,000 - Faculty/staff retention 2. \$169,500 - Faculty/staff development 3. \$60,000 - One additional faculty position <u>\$314,500</u> Subtotal <u>Provide Student Support</u> 1. \$250,000 - Student information systems 2. \$160,000 - Student employment 3. \$42,500 - Additional financial aid 4. \$190,000 - Additional summer course offerings 5. \$200,000 - Make up for enrollment reduction <u>\$842,500</u> Subtotal <u>\$1,463,000</u> TOTAL	
	2. Nonresident Students	\$6,882	\$502	7.3%	\$814	11.8%	\$7,696		
Snow	1. Resident Students	\$1,252	\$63	5.0%	\$119	9.5%	\$1,371	1. TBD - Salary equity for faculty and staff 2. TBD - Increase course sections 3. TBD - Convert adjunct faculty to full-time <u>\$125,000</u> TOTAL	

2003-2004 Second-tier Tuition Proposals

	Type of Student	2002-2003 Annual Tuition	2nd-tier increase		Total Increase		2003-2004 Annual Tuition	2nd-tier Revenue	
			\$/year	%	\$/year	%		\$	Use of Revenue
DSC	1. Lower Division	\$1,320	\$40	3.0%	\$99	7.5%	\$1,419	1.	<i>TBD</i> - Offset ongoing reductions for adjunct faculty
	2. Upper Division	\$1,800	\$126	7.0%	\$207	11.5%	\$2,007	2.	<i>TBD</i> - Additional faculty for growing enrollment
									\$260,000 TOTAL
CEU	1. All Students	\$1,296						1.	<i>TBD</i> - Faculty and staff salaries
	Low Range		\$19	1.5%	\$78	6.0%	\$1,374		\$32,000 LOW RANGE TOTAL
	High Range		\$52	4.0%	\$110	8.5%	\$1,406		\$86,000 HIGH RANGE TOTAL
UVSC	1. Lower Division	\$1,842							Low Range
	Low Range		\$147	8.0%	\$230	12.5%	\$2,072	1.	\$1,000,000 - Convert adjunct faculty to salaried
	High Range		\$184	10.0%	\$267	14.5%	\$2,109	2.	\$600,000 - Adjunct faculty pay increase
	2. Upper Division to Equal WSU Rate	\$1,946	\$97	5.0%	\$185	9.5%	\$2,131	3.	\$400,000 - Technology support
								4.	\$150,000 - Library staffing and acquisitions
							5.	\$250,000 - Student services staff for advising, financial aid, etc.	
							6.	\$200,000 - Convert hourly staff to salaried	
									\$2,600,000 LOW RANGE TOTAL
									High Range Additions
								7.	\$300,000 - Additional adjunct faculty to salaried
								8.	\$200,000 - Additional adjunct pay increase
								9.	\$100,000 - More technology support
								10.	\$50,000 - Additional library staffing/acquisitions
								11.	\$50,000 - Additional student services staff
									\$3,300,000 HIGH RANGE TOTAL
SLCC	1. All Students	\$1,564	\$62	4.0%	\$132	8.5%	\$1,696	1.	\$128,700 - Need and merit-based student aid
								2.	\$57,000 - Student Express Coordinator
								3.	\$67,000 - Assessment Center
								4.	\$330,000 - 6 full-time faculty
								5.	\$94,000 - 2 full-time advisors
								6.	\$45,000 - VICA, DEX, MESA
								7.	\$45,000 - Service learning specialist
								8.	\$37,000 - Evening enrollment services
								9.	\$37,000 - Science Lab Aide - Jordan Campus
								10.	\$45,000 - Financial Aid Advisor
								11.	\$65,000 - Library Needs
								12.	\$78,700 - Printing of Class Schedules
									\$1,029,400 TOTAL

March 5, 2003

To: State Board of Regents
From: Cecelia H. Foxley
Subject: State Board of Education Report on Competency-based Education

Issue

Utah State Board of Education Chair and member of the State Board of Regents Kim Burningham will report to the Regents and institutional Presidents the plans which the State Board of Education (SBE) has for improving the academic preparation of high school graduates and for implementing a competency-based diploma.

Background

During the past year, the SBE and State Superintendent of Public Instruction Steven O. Laing have discussed ways in which public education can enhance the learning and academic preparation of students. An ad hoc committee of the Board was established to explore the ramifications of increasing core course requirements and of switching to competency-based requirements for high school graduation.

Other vocal proponents of competency-based education are Governor Leavitt, who stressed it in his State of the State Address, and the Employers' Education Coalition, chaired by Fraser Bullock. Many ideas of the Coalition's report were incorporated into S.B. 154, Public Education Amendments, sponsored by Senator Thomas Hatch. The bill also calls for higher education to prepare to admit students with a competency-based high school diploma, and for a statewide summit to be held on the topic of competency-based education in the fall of 2003.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents hear the report of SBE Chair and Regent Kim Burningham regarding increased high school graduation requirements and competency-based education and discuss the implications these changes will have for higher education. It is further recommended that the Board Chair request the Academic, Applied Technology, and Student Success Committee to add this item to its Committee agenda for appropriate follow-up.

Cecelia H. Foxley, Commissioner

March 5, 2003

MEMORANDUM

To: Utah State Board of Regents
From: Cecelia H. Foxley
Subject: Noel-Levitz Report

Issue

Under separate cover Regents and Presidents are provided a copy of the Noel-Levitz Report of Findings and Recommendations prepared by Drs. Lee Noel and Lana Low.

Background

The Regents' Master Planning Task Force on Student Success, chaired by Regent Charlie Johnson, recommended that "a statewide initiative be undertaken to improve student retention and persistence toward graduation." Commissioner Foxley was requested to contact the Noel-Levitz Group, a national enrollment management consulting firm, to conduct a systemwide diagnostic on student retention. Dr. Lee Noel, one of the founders of the Noel-Levitz group, and his associate Dr. Lana Low were sent numerous printed materials including enrollment reports, master plans, assessment and accountability reports, etc. to review prior to their January 6-8 visit. During their visit, Drs. Noel and Low met with the Commissioner and her staff, the Council of Presidents, a selected group of USHE institutional representatives whose responsibilities include student recruitment, advising, retention, etc., and finally the Regents' Executive Committee.

In pages 5 through 7 of their report, the consultants outline the strengths, challenges and opportunities of the USHE in regards to student retention issues. They also provide seven recommendations which they think will help improve access to higher education, completion rates and affordability. Their assessment is that "Utah has a good national report card with the potential for getting an A in every category by 2004 (Measuring Up 2002: The State Report Card)." In their cover letter to the Commissioner they state: "Uniquely absent was the defensiveness we sometimes encounter—all seemed open and receptive to ways to improve their operations. And based on our extensive experience with public colleges and universities, we are convinced that the Utah system has significant opportunities to improve its record in access, completion and affordability."

During the past two years, Noel-Levitz has also been working individually with Utah State University in a more extensive consulting role on student enrollment and retention issues. They have offered to continue with the USHE as a whole or with individual institutions as needed and appropriate. As resources become available, the USHE and/or individual institutions will assess the possibility of obtaining additional assistance from these or other consultants. However, continuing efforts will be made by all schools to make progress in the areas outlined by the Student Success Task Force and the Noel-Levitz report.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents receive the Noel-Levitz report on student enrollment and retention, and encourage the Presidents and the Commissioner's Office to work together to develop strategies for appropriate change as identified in the Noel-Levitz report and the Student Services Task Force report. It is further recommended that periodic progress reports be made to the Board.

Cecelia H. Foxley, Commissioner

March 5, 2003

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

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

1. Minutes
 - A. Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held January 17, 2003, at the University of Utah
 - B. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held February 17, 2003, by teleconference
2. Grant Proposals - Approval to submit the following proposals:
 - A. University of Utah – National Institutes of Health; “Extramural Research Facilities Construction Grant: The Gauss House: A campus-wide core facility for high field NMR;” \$9,567,710. Dr. Ronald Pugmire, Principal Investigator.
 - B. University of Utah – National Institutes of Health; “Novel Treatments and Etiologies of Conotruncal Defects;” \$15,664,818. Robert Shaddy, Principal Investigator.
 - C. Utah State University – National Aeronautics & Space Administration (NASA); “Geostationary Imaging Fourier Transform Spectrometer (GIFTS);” \$2,000,000. Gail Bingham, Principal Investigator.
 - D. Utah State University – National Science Foundation; “Identification of Novel Cell Wall Protein Genes and their Functionality in Arabidopsis;” \$1,092,269. Yajun Wu, Principal Investigator.
 - E. Utah State University – Department of Health & Human Services; “Detection of Food and Waterborne Pathogens by Novel Technologies;” \$1,519,227.01. Bart C. Weimer, Principal Investigator.
 - F. Utah State University – University of California/Davis; “Improving Pastoral Risk Management on East African Rangelands;” \$1,200,000. D. Layne Coppock, Principal Investigator.
 - G. Utah State University – National Institutes of Health; “In vitro antiviral screening program: Biodefense Pathogens;” \$3,674,879. Robert Sidwell, Principal Investigator.

- H. Utah State University – National Science Foundation; “Mathematics & Science Partnership for All Utah Students: Middle Grades Initiative;” \$8,849,621. James Cangelosi, Principal Investigator.
- I. Utah State University – National Science Foundation; “PBI: Biodiversity and evolution of the megachild bees of the World (Insecta, Hymenoptera: Megachilidae);” \$3,133,036. Terry Griswold, Principal Investigator.
- J. Utah State University – National Institutes of Health; “Determination of Hydrogen-Bond Energy in Biomolecules;” \$1,100,000. Steve Scheiner, Principal Investigator.
- K. Utah State University – National Science Foundation; “Vegetation and climate controls on soil organic carbon dynamics in the Intermountain West;” \$1,216,099. Helga Van Miegroet, Principal Investigator.
- L. Utah State University – National Institutes of Health; “In vitro antiviral screening program: Respiratory Viruses;” \$2,294,642. Robert Sidwell, Principal Investigator.
- M. Utah State University – Duke University; “Epidemiology of Alzheimer’s Dementia in Cache County, Utah;” \$1,164,179. Maria C. Norton, Principal Investigator.
- N. Utah State University – National Institutes of Health; “Phosphoinositides in Breast Cancer Metastasis;” \$1,425,000. Daryll B. DeWald, Principal Investigator.
- O. Utah State University – National Institutes of Health; “Regional Centers of Excellence for Biodefense and Emerging Infectious Diseases Research Program;” \$1,614,004. Linda Powers, Principal Investigator.
- P. Utah State University – Missile Defense Agency; “RAMOS Task Order 12;” \$1,405,229. Tom Humpherys, Principal Investigator.
- Q. Utah State University – National Science Foundation; “Do Leaves Compute? Distributed Emergent Computation;” \$2,508,263. Keith A. Mott, Principal Investigator.
- R. Utah State University – National Institutes of Health; “Regional Biocontainment Laboratory Facilities;” \$2,227,786. David Norton, Principal Investigator.
- S. Utah State University – Brigham Young University (via NSF); “ITR: Automatic Animation of Virtual Characters Using Cognitive Artificial Intelligence;” \$1,010,070. Hugo de Garis, Principal Investigator.
- T. Utah State University – National Science Foundation; “EduCommons: Learning Through Creating, Improving, Sharing & Discussing Educational Resources;” \$2,003,268. David Wiley, Principal Investigator.

3. 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 April 17-18, 2003, on several USHE and UCAT campuses 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
 UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
 January 17, 2003

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MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
January 17, 2003

Regents Present Regents Excused

Nolan E. Karras, Chair Linnea S. Barney
Pamela J. Atkinson, Vice Chair Kim R. Burningham
Daryl C. Barrett Maria Sweeten
Khay Douangdara
David J. Grant
L. Brent Hoggan
James S. Jardine
Michael R. Jensen
Charles E. Johnson
David J. Jordan
E. George Mantes
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow

Office of the Commissioner

Cecelia H. Foxley, Commissioner
David Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Linda Fife, Assistant Commissioner for Programs
Gregory Fisher, Senior Auditor
Tyler Mitchell, Legislative Intern
Brad Mortensen, Assistant Commissioner for Finance and Facilities
Chalmers Gail Norris, Associate Commissioner for Student Financial Aid
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Deanna D. Winn, Associate Commissioner for Academic Affairs
Julie Vincent, Administrative Assistant, Finance and Facilities
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects

INSTITUTIONAL REPRESENTATIVES

University of Utah

J. Bernard Machen, President
Coralie Alder, Director of Public Relations
Remi Barron, Public Relations Specialist
Paul Brinkman, Associate Vice President for Budget and Planning
Arnold B. Combe, Vice President for Administrative Services
Fred Esplin, Vice President for University Relations
John Francis, Associate Vice President for Undergraduate Studies
Shirley Keiser, Office of the President

Nancy Lyon, Assistant Vice President for Governmental Affairs
Laurence J. Meyer, Associate Professor of Dermatology/Utah Council of Faculty Senate Leaders
Michael G. Perez, Associate Vice President for Facilities Management
David W. Pershing, Senior Vice President for Academic Affairs
Laura Snow, Special Assistant to the President and Secretary of the University
Sarah Strong, Project Coordinator, Mathematics
Melissa Turner, Office of the President
Mark Winter, Budget Office Intern
Kimberly Wirthlin, Assistant Vice President for Health Sciences

Utah State University

Kermit L. Hall, President
Lee H. Burke, Assistant to the President and Secretary of the University
Fred R. Hunsaker, Vice President for Administrative Affairs
Richard W. Jacobs, Budget Director

Weber State University

F. Ann Millner, President
David Eisler, Provost
Norman C. Tarbox, Jr., Vice President of Administrative Services

Southern Utah University

Steven D. Bennion, President
Abe Harraf, Provost
Gregory L. Stauffer, Vice President for Administrative and Financial Affairs

Snow College

Michael T. Benson, President

Dixie State College

Robert C. Huddleston, President

College of Eastern Utah

Ryan L. Thomas, President

Utah Valley State College

Lucille T. Stoddard, Interim President
Brad Cook, Vice President for Academic Affairs
Val Peterson, Vice President for College Relations
Grant Richards, Professor of Behavioral Science
Douglas E. Warner, Vice President for Finance and Human Resources
Bradley A. Winn, Vice President for Planning, Technology, and Student Services

Salt Lake Community College

H. Lynn Cundiff, President
Marjorie Carson, Vice President of Academic Services

Utah College of Applied Technology

Gregory G. Fitch, President
Sandra Kronenberg, Secretary to the President
Collette Mercier, Vice President for Instructional Services, Ogden-Weber Applied Technology College

Students

Donovan Aoki, Weber State University
Brody Barnes, Weber State University
Celestial Starr Bybee, Utah State University
Bill Edwards, University of Utah
Benjamin James Fisher, Utah Student Association
Matt Glazier, Southern Utah University
Sandy Hughes, University of Utah
Nathan Powell, Utah Student Association
Nallely Ruiz, Weber State University
Marty Schroader, Weber State University
Christian Thompson, Snow College
Ryan Vogel, Utah Valley State College
Richie Wilcox, Utah Valley State College

Representatives of the Press

Kevin Buehler, *Daily Utah Chronicle*
Ali Hasnain, *Daily Utah Chronicle*
Brandy Lee, *WSU Signpost*
Ronnie Lynn, *Salt Lake Tribune*
Lisa Roskelley, *Standard Examiner*
Twila Van Leer, *Deseret News*

Others

Race Davies, Governor's Office of Planning and Budget
Boyd Garriott, Office of the Legislative Fiscal Analyst
Debbie Headden, Office of the Legislative Fiscal Analyst
Michael A. Petersen, Utah Education Network
Kevin Walthers, Office of the Legislative Fiscal Analyst

COMMITTEE OF THE WHOLE

Following a breakfast meeting with President Machen and the University of Utah Board of Trustees, and meetings of the Board Committees, Chair Karras called the meeting of the Committee of the Whole to order at 10:15 a.m.

Chair Karras excused Regents Barney, Burningham and Sweeten and expressed the Board's condolences to Regent Barrett on the recent death of her mother. Commissioner Foxley called attention to the resolution in the Regents' folders in memory of former Regent Wayne Owens, who died in Israel last month. The resolution will be sent to Mrs. Owens. She noted that Gene Woolf, a former Associate Commissioner, had also recently passed away in Cedar City.

Report of December 18 Special Legislative Session –
Base Budget Reductions and One-time Restorations

Commissioner Foxley referred to the Supplement to Tab L, in the Regents' folders. During the Special Legislative Session on December 18, \$12 million was cut from the higher education budget, and \$5 million was added back with one-time money as it had been cut. An additional \$4 million, also one-time money, was assigned to the Regents for allocation, with the additional \$3 million cut still remaining. The Regents' Executive Committee started with eight scenarios and dealt with approximately 30 different approaches to adding back the \$4 million. Commissioner Foxley read the Legislative intent language, which was included in the Commissioner's cover letter:

"It is the intent of the Legislature that the Board of Regents exercise its discretion and distribute \$4,000,000 of this appropriation to higher education institutions. In determining how much, if any, to distribute to an institution, the Board of Regents shall consider: the mission of the institution, the impact of budget cuts on students, and the needs identified by the institution."

The Executive Committee wanted to correct a "rounding error" which shorted the University of Utah. They also wanted to keep in mind the smaller colleges and the difficulties caused by HB331. They finally agreed to the distribution of the \$4 million one-time funds as shown on Attachment 1. The attachment considered the various categories (part 1), the funding formula and HB331 (part 2), the smaller institutions (part 3), and the allocations to UCAT and UEN (part 4). The Commissioner explained that both UCAT and UEN had received disproportionately higher cuts than the other institutions, and the allocation to them was added back the same as the funding was cut.

Attachment 2 showed the benchmark restoration (adding funds back the same as they had been cut) and the differences between the Executive Committee's recommendation and those benchmarks. Funding for statewide programs (Engineering Initiative, technology, libraries, etc.) has already been allocated to the institutions. Commissioner Foxley also pointed out that the Commissioner's Office budget does not receive tuition income from students.

Chair Karras said the Regents had enjoyed their discussion with the University Trustees earlier about the special role of Utah's two research universities, which have been cut more than the other institutions. He referred to Attachment 1 and said by using the funding formula, if more money had been put into the equation, the change would have been even more dramatic. The second item was added back with latitude for the Presidents to use the funds for the various initiatives. HB331 cost the System at least \$5 million in addition to the students who did not enroll or re-enroll.

Regent Jardine clarified that the consequence of the "rounding error" is that the University of Utah's base will be lower by that amount for next year. He asked if the Legislature had acknowledged that fact, and if it would be addressed in next year's budget allocation. President Machen said the only recognition of this error was being

addressed in one-time funding this year; he knew of no conversations about the correction to ongoing funds for next year. Regent Jardine said as a starting point, the Board of Regents needs to receive an agreement from the Legislature that this was a mistake and that it will be fixed, or that the Board request that it be fixed by an adjustment to everyone else's base budget so that everyone has the same net reduction next year. President Machen said he appreciated the one-time correction and he will pursue this issue with the Legislature. He expressed his appreciation for the Regents' recognition of the situation.

Regent Grant asked if there was still time to investigate other options. Commissioner Foxley said our numbers had been submitted to the Legislative Fiscal Analyst's Office and the Governor's Budget Office as a recommendation to the Board from the Executive Committee. We have been told that this is a test for the Regents' delegation of the allocation to the institutions.

Chair Karras said a greater concern is the \$12 million cut in ongoing funds for next year's budget. He recommended that the Presidents work with the Regents and make recommendations. We do not want to consider the \$12 million a permanent cut. This will continue to be a discussion point. We want to add the money back so it is as painless to the institutions as possible. Regent Jordan agreed that it makes no sense to solve this problem with one-time money mid-year. Regent Jordan also cautioned the Regents not to overreact to adjusting the formula for HB331. Over time this bill can have a positive financial impact on our System. Consultants from the firm of Noel-Levitz were in Salt Lake City last month to suggest solutions to student retention issues. They highlighted the fact that we can raise more money by doing a better job of recruiting out-of-state students and charging a differential tuition. We have a quality product to offer, and Utah's tuition rates are still low.

Commissioner Foxley referred to the Utah Foundation Report in the Regents' folders, which compared Utah's tuition rates with other regional states and addressed the impact of HB331 on our institutions. She stressed that this is a long-term issue which will be discussed for some time. A bill has been filed by Representative Loraine Pace to revise HB331, decreasing the number of required credit hours from 60 to 45.

Chair Karras said he had asked Vice Chair Atkinson's group to talk about the principles upon which the Board would determine the base cut and determine priorities. The group also includes Regents Mike Jensen and Sara Sinclair, Presidents Bernie Machen and Bob Huddleston and the Commissioner's staff. Former UVSC President Kerry Romesburg was also a member of the committee. Vice Chair Atkinson said she would appreciate input from the Regents and Presidents. In looking at the various scenarios, the Executive Committee concluded that it was impossible for them to keep every institution from being harmed. Commissioner Foxley called attention to two policies in the Regents' folders – policy R481, *Academic Freedom, Professional Responsibility and Tenure*, and policy R482, *Bona Fide Financial Exigency and Personnel Reduction* – which contain the System policy. The Presidents were asked to look at their institutional policies and provide input to the committee.

Regent Hoggan commended Commissioner Foxley and her staff for the many hours they had spent on these proposals. **Regent Hoggan moved approval of the allocation of \$4 million in one-time funds as described in the attachment to Supplement to Tab L. The motion was seconded by Regent Atkin.**

Regent Grant explained that he would be voting against the motion because he did not want to cut the research institutions differentially. He said that although he respected the hard work of those who had prepared the recommendation, the outcome did not reflect his philosophy of how the money should be allocated with limited resources. Regent Barrett said it would have been helpful to see a chart which recognized what the cuts to the

research institutions represented. Chair Karras said he was committed to determining how to deal with the research institutions. The System needs a recognition that higher education is an economic engine which is very necessary to this State's economy.

Vote was taken on the motion, which carried with one opposing vote.

USHE Priorities for the 2003 Legislative Session, including the Governor's Recommendations and a Review of the Regents' 2003-2004 Budget Request

Commissioner Foxley referred to Tab M. She pointed out that the Board had not previously approved the core support issues, shown on Attachment 2.

Regent Jardine asked if the Board was bound by any decisions of the Legislature. Chair Karras said he had spoken at length with President Hall on this issue. President Hall's advice was to make sure this was really the formula we want. Regent Jardine asked, if the Regents approve the budget request, would they be binding themselves to a pro-rata distribution of core support funding? Associate Commissioner Spencer pointed out that in the formula there is a way to adjust "funded targets" for HB331.

Regent Jardine noted that the Regents have been urging this formula upon the Legislature for several years. These percentages came through a process. How important is it, in funding this formula with the Legislature, to stay near the percentages, recognizing that the Regents have the discretion to change the specific core support issues shown on Attachment 2? Regent Johnson said the Employers' Education Coalition's recommendation was that higher education's allocation be allocated in the form of a total block grant and that the Regents be given authority to change any percentage. However, the Coalition would like some accountability. Regent Jardine asked if Legislative Leadership had an expectation of these approximate percentages. Regent Johnson said he knew of no such expectation. In fact, the formula is scheduled to change every year because enrollment figures will change.

Chair Karras said he was inclined to go only with the core issues and remove the numbers attached to them. The consensus was to keep the issues but not the numbers. **Regent Atkin moved approval of the core support issues. The motion was seconded by Regent Mantes. The motion carried.**

Results of Student Hearings on Second-tier Tuition Increases for 2003-2004

Commissioner Foxley referred to the handout in the Regents' folders for Tab N, "Fiscal Impact of State Tax Fund Budget Reductions," as well as Replacement Attachment 1. Chair Karras asked the Presidents to report the results of their student hearings.

University of Utah. President Machen said the University would have a 7 percent increase in second-tier tuition. University officials are committed to putting part of the revenue (one-half percent) into student financial aid. The students cautiously acknowledged the need for this increase.

Utah State University. Provost Albrecht said USU had distinguished between graduate (2.5 percent) and under-graduate (5 percent) tuition in their proposal for second-tier increases. Last year graduate students' tuition increased by 20 percent, so University administration tried to help them this year. There was little opposition to this proposal in the student hearings. The students understand the realities and are concerned about the quality of their education. Provost Albrecht explained that nearly \$2 million generated from the one-time money would be used for faculty and advisor recruitment during the next year.

Weber State University. President Millner said the students asked questions but were ultimately supportive of the proposed 5 percent increase because they understood the impact of inadequate funding to the quality of their education.

Southern Utah University. President Bennion reflected that this had been a difficult year for all of the USHE institutions. SUU officials reviewed their aims and goals to strengthen quality and came up with a list of needs to meet those goals. They met with student leaders and found that the needs identified by the students were the same as those identified by the administration. The students recognize that a 19 percent second-tier increase is very high but understand that it is needed to maintain quality. The SUU Trustees and student leaders approved the 19 percent recommendation. Regent Johnson noted that tuition is somewhat elastic. If it is raised too high, will the students continue to enroll? He expressed his concern about the size of SUU's proposed increase, especially since last year's enrollment growth was modest. President Bennion said University officials have felt that with four new advisors, student success will increase and retention will be strengthened considerably. One of the school's goals is to provide more support. If additional courses are offered and students can cut one semester from the length of their education, it will offset the increased cost of tuition.

Matt Glazier, SUU Student Body President, said the students are not excited about an increase, but as they met with the administration they decided it would be better to support an increase and to get more benefits for their students. They believe that if students pay more, they need to receive more. The students and administration both had to give up some things, but everyone is trying to help the current students stay in school. Tuition payment plans have been instituted, and leaders are trying to help the students understand the opportunities for financial aid. Mr. Glazier admitted that this was an unprecedented increase, but it is necessary to continue the success of Southern Utah University. He told the Regents that the student leaders support the 19 percent proposed increase.

Regent Johnson asked about students "living on the margin." Will they compare SUU more or less favorably with other institutions? President Bennion said SUU had increased student jobs and/or financial aid availability by 3.7 percent, in addition to the one-half percent from the first-tier tuition increase set aside for financial aid. School officials realize that this is a huge area of need.

Vice Chair Atkinson pointed out that the latest public opinion poll showed that parents do not feel that students should pay more for tuition, nor did they favor a tax increase. With a total increase at SUU of 23.5 percent, more students will be affected who will not receive support from their parents. She asked if the community could provide more financial support for scholarships, and if this would be sufficient to meet the increased demand. President Bennion said he was aggressively pursuing this need with increased jobs and student financial aid as well as private fund-raising.

Regent Pitcher asked if SUU's tuition had ever been higher than Weber's tuition. Commissioner Foxley responded that it had not. President Bennion said he recognized this would put SUU's tuition above WSU's for

the first time. In looking at comparative tuition rates with other states last year, SUU was at 67 percent of the resident tuition rate at most institutions. A 19 percent second-tier increase would put SUU at the mid-80 percent range.

Snow College. President Benson thanked his student body officers for the commendable way they handled the student hearings. School officials elected to go with a 5 percent increase for resident students and no tuition increase for non-residents.

Dixie State College. President Huddleston said he would recommend a 3 percent tuition increase for freshman and sophomore students and a 7 percent increase for upper division students. This will put Dixie's tuition rate near UVSC's rate.

College of Eastern Utah. President Thomas jokingly reported that he was the only person who attended CEU's student hearings, so support for their proposed increase (4 percent) was unanimous. Since no students attended the hearings, a final recommendation has not yet been made.

Utah Valley State College. President Stoddard said UVSC officials were still considering the 8-10 percent range for a second-tier tuition increase. The students have concerns, primarily addressing the issue of paying almost 50 percent of the cost of their education from tuition. A student's cost of education at UVSC is the highest in the state. The College lost \$1 million with HB331 at a time of exploding growth and currently has 2500 unfunded students. It is one of the eight least expensive comprehensive four-year colleges in the nation. Even at the highest level of increase (8-10 percent), upper-division students would only be paying an additional \$26-\$30 per month, and lower-division students would be paying an additional \$16-\$20. President Stoddard reported that 78 percent of UVSC's students receive financial aid; however, the College has made great strides in this area. Only 52 percent of that financial aid has to be repaid.

Salt Lake Community College. President Cundiff said the hearings had been held on multiple College campuses with a large student turnout. Hearings were held in person on the Redwood and South City Campuses and televised to the other campuses. He reported that SLCC's Board of Trustees had approved a 4 percent tuition increase, with one-half percent committed to student financial aid.

Chair Karras thanked the Presidents for their remarks. He referred to a Five-Year USHE Financing Needs Projection which showed that if state tax funds remained at their current level, tuition would have to be increased by 15.5 percent each year for the next five years to meet increased costs. If state funding were to be decreased by one percent, a 16.7 percent increase per year would be required to make up the difference. He encouraged the Regents and Presidents to tell the Legislature that higher education cannot continue to increase tuition by 15 percent each year in addition to the high increases which have already been imposed on the students. Chair Karras thanked Assistant Commissioner Brad Mortensen for preparing and presenting the projections.

Regent Johnson said he was very concerned about the issue of the impact of tuition increases on college-attending students' behavior. HB331 has become a model, and it impacted certain institutions. He suggested that SUU's second-tier tuition not be raised any higher than the highest rate of any other institution (14 percent, including both first- and second-tier), with the idea that SUU would have higher increases in future years for a longer period of time. President Bennion remarked that during an accreditation visit five years ago, the most

serious concern expressed by the accreditors was underfunding to support and retain students and faculty. University officials are aggressively pursuing student financial aid opportunities, scholarships, and student jobs.

Vice President Stauffer said the SUU administration shares Regent Johnson's concern regarding the potential impact of this increase on enrollments. They have done at least two things to alleviate the possibility of a worst-case scenario. One is an elasticity study to look at the last 20 years in Utah, comparing tuition increases and their impact on the institution. This study showed a realistic demand; however, no increase was ever this large. The proposed 19 percent increase does not parallel HB331 in that this will make students' and faculty's lives better with the money being gained. Regent Grant asked how much UVSC's tuition increased last year. President Stoddard said they had implemented a 19.5 percent total increase (first- and second-tier).

Regent Jordan said he was inclined to share Regent Johnson's concern. Experience with HB331 has shown that demand is not inelastic. It is hard to convince students that their lives will be improved enough to justify this high increase. He said he would not want SUU's tuition to be greater than Weber's. SUU is a residential campus where students have to shoulder the cost of housing, while Weber is largely a commuter campus. He encouraged SUU administrators to hold their tuition at WSU's level, which would mean a 13 percent increase.

Mr. Glazier agreed that percentages (of increase) are scary. SUU's proposed increase would mean \$200 per semester for the total increase. However, each dollar has been identified and the students know exactly where the money will go. He said, "If we do not take steps now to give the students a quality education and give them what they are paying for, we will be doing them a disservice. If we lose counselors, faculty, or other things essential to student success, we will be in a decline as a University." He said the students understand the principle of getting what you pay for, and an increase of \$400 per year per student should help preserve quality.

Vice Chair Atkinson asked what percentage of the student body had been contacted and had agreed to the 23.5 percent increase. Mr. Glazier said the student body officers had contacted as many students as possible and requested feedback through the Truth in Tuition hearings and articles in the student newspaper, but little feedback had been received. Regent Sinclair said it would be very helpful to have measures to assess how much the tuition increase would improve the students' education. Quality improvement should be measured.

Regent Hoggan said he was concerned about the Regents micromanaging the institutions. While it is a significant increase, the people who recommended it are the people who will have to live with it. Regent Hoggan expressed his confidence in their ability and said he would prefer to not second-guess them. He recommended that the full tuition increase be approved.

Bill Edwards, President of the Utah Council of Student Body Presidents, said the students' stance on tuition is that it is a concern to the students. The Utah Student Association (USA) and the student body presidents do not want any individuals to be priced out of an education. They asked that tuition increases be held to a minimum. Regent Douangdara said he had met with many of the student body presidents. SUU's student leaders feel strongly that this increase is necessary for their quality of education.

Regent Hoggan moved approval of the second-tier increases as proposed, including the full increase for Southern Utah University. The motion was seconded by Regent Mantes and carried with four opposing votes.

Report of Public Affairs Committee

Chair Jordan said the committee had met in December to discuss the scope of their assignment. The minutes of that meeting, attached to Tab O, showed steps which need to take place in behalf of the committee specifically and the Regents generally. Steps 1-3 focused on the upcoming Legislative Session, while Step 4 centered around after-session objectives. Members of the committee and the Commissioner's staff have commented that we are not doing as good a job as we should be in using and involving our institutional trustees in the whole public affairs process. The trustees will be involved in their individual communities and will have contacts with legislators and other constituencies. Every year committee members will implement a program of going into the communities to host a dinner with legislators and trustees, members of the Institutional Resource and Review Teams, the Commissioner's staff, and institutional Presidents. The committee will also ensure that trustees are included in a more significant way on all distribution of materials. Together, we can better communicate the message of the Board of Regents' priorities.

Chair Jordan said a suggestion had been made to form a task force of faculty and students from our institutions who have expertise in the areas of public affairs and communications, and use their talents in the same way we might employ a professional public relations firm if funds were available. The committee wants to focus not only on the Legislature but in a more targeted way on other important constituencies – parents, faculty, public educators, business and industry, etc. Committee members would like to invite those individuals to join with them and become co-advocates in the community. Regent Jordan said he would report further to the Regents in the future. Meanwhile, the committee will be bringing together a task force to communicate this message to our constituent groups.

Chair Jordan said he and the committee were grateful for the help of Associate Commissioner Buhler, who is the committee's liaison with the Commissioner's Office. Dave has helped the committee focus their efforts and has a keen insight from his prior work in the Legislature and his present work with the Salt Lake City Council. He has been a wonderful asset to the committee.

Report of Employers' Education Coalition, *Assuring Our Children's Future*

Commissioner Foxley referred to the report in the Regents' folders. Regent Johnson represented the State Board of Regents on the Employers' Education Coalition (EEC) and presented an oral report. He said the Coalition had made eight recommendations, only one of which applied to higher education. However, that recommendation could have a huge impact. He referred to page 5, "Other Major Recommendation," which read:

Increase state investment in economic development, focusing on attracting high-paying jobs to the state. We cannot state this strongly enough – increased growth of higher-paying jobs is the *only* long-term solution to achieving real per pupil funding increases and allowing our citizens to earn reasonable incomes. This should be implemented in conjunction with the "World Class Teaching/Research Centers" at our Research I universities.

Regent Johnson said we need to figure out where our institutions are "best in class." Developing world class teaching and research centers is a goal. The EEC recommended that the Regents make sure the research universities are better funded and that the Regents deploy all funds consistent with this strategy. A great concern in the employer survey was increasing competency-based entrance requirements. The Coalition's recommen-

dations would impact the future of the Board considerably. Regent Barrett said it would be helpful to get the EEC to advocate for higher education. If the recommendations just remain in a report, nothing will be accomplished.

Regent Jardine said some criticism in the report was directed at the Board. Early on, the EEC did not perceive that the Regents had a well thought-out plan of missions and roles. This puts increasing pressure on the Academic, Applied Technology and Student Success Committee to articulate its plan of managing enrollments with limited funding, missions and roles, enrollment caps, etc.

Chair Karras said legislative intent language was being drafted to implement much of the Coalition's report. Regent Jardine said a legislator had told him that he thought our tuition should be much higher, even double. Chair Karras asked Regent Jardine's committee to deal with the "best in class" issue, particularly as it regards the University of Utah and Utah State University.

Regent Mantes said the report was critical of public education. He pointed out that higher education's success depends on public education's success. Vice Chair Atkinson said the State Board of Education would be using these recommendations in their advocacy and lobbying of legislators this year. She noted that while the members of the business coalition were critical of public education, they did not see themselves as part of the solution. The businesses in the Coalition were challenged to provide an employee for one hour a week to work with all of the public K-12 schools. Just one hour a week can improve students' scores academically as well as their social skills. Over all, Vice Chair Atkinson said, public education was pleased with the report. Their lobbying theme will be "No cuts, more money."

Chair Karras asked Regent Johnson if the Coalition had made any suggestions on how higher education could raise the money to meet their recommendations. Regent Johnson said no suggestions had been made; after several attempts to identify sources of funding, the Coalition felt it was not their job to provide the answers.

Chair Karras thanked Regent Johnson for his efforts on behalf of the State Board of Regents.

The meeting recessed for lunch with members of the Legislative Higher Education Appropriations Subcommittee.

Lunch with Higher Education Appropriations Subcommittee

Chair Karras welcomed and introduced the members of the Legislative Higher Education Appropriations Subcommittee who were present: Representatives Bradley T. Johnson (co-chair), Kory M. Holdaway, Susan Lawrence, LaWanna Shurtliff, and Bradley A. Winn. Chair Karras wished the legislators well in their challenging duties in the upcoming Legislative Session and shared with them some of the challenges facing higher education which had been discussed earlier in the day. Representative Lawrence asked President Machen to explain the University of Utah's potential enrollment freeze. President Machen responded that it would depend on state funding.

The Committee of the Whole reconvened at 1:30 p.m.

Reports of Board Committees

Finance, Facilities and Accountability Committee

Utah State University – Real Estate Purchase and Associated Revenue Bond (Tab D). Chair Pitcher said the property being purchased was some farm land north of the Logan campus. It will be used for expansion of the USU Innovation Campus. The appraisal value and purchase price is \$1.1 million, for which \$500,000 has already been set aside. The principal amount of the bond is not to exceed \$750,000, with a maximum term of not to exceed 13 years and interest rates not to exceed 4.75 percent. **Chair Pitcher moved the acquisition by Utah State University of 550 acres of land in Cache County for \$1.1 million, with a \$500,000 down payment to be funded from existing University research revenues, and approval of an issuance by Utah State University of a private placement bond for \$600,000, with its associated bonding parameters, to fund the balance of the land purchase. The motion was seconded by Regent Mantes and was adopted by the following vote:**

AYE:

Jerry C. Atkin
Pamela J. Atkinson
Daryl C. Barrett
Khay Douangdara
David J. Grant
L. Brent Hoggan
James S. Jardine
Michael R. Jensen
Charles E. Johnson
David J. Jordan
Nolan E. Karras
E. George Mantes
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow

NAY:

(None)

Utah Valley State College – Lease of Property to Heber Power (Tab E). Chair Pitcher said this item had been presented in committee by Vice President Val Peterson. The College proposes a long-term (99-year) lease with Heber Power for \$1 per year to build an electrical substation to service the new Wasatch Campus. This substation would provide the transformer, conduit, wire and poles to supply the campus with power. The College also retains the ability to switch to Utah Power and Light, should they become a more competitive source of power. **Chair Pitcher moved approval of the lease. The motion was seconded by Regents Grant and Snow and carried unanimously.**

Utah Valley State College – Purchase of Property Contiguous to Campus (Tab F). Chair Pitcher said the College is rapidly becoming land-locked. As a consequence, College officials are proposing to purchase a home contiguous to the campus at the appraised value of \$169,000, with the hope that this purchase may leverage the orchard property adjacent to it. **Chair Pitcher moved approval of the property purchase. The motion was seconded by Regent Grant and carried unanimously.**

Consent Calendar, Finance, Facilities and Accountability Committee (Tab G). Chair Pitcher reported that the committee had discussed in detail the Money Management Report and had recommended that staff bring a more conclusive report on some of the benchmarks in the various funds and also more data on the funds themselves. **On motion by Chair Pitcher and second by Regent Douangdara, the Board approved the following items on the committee's Consent Calendar:**

- a. Money Management Reports
- b. UofU and USU Capital Facilities Delegation Reports
- c. OCHE Monthly Investment Report
- d. WSU purchase of surplus property currently owned by the City of Ogden

USHE Annual Report on Leased Space (Tab H). Chair Pitcher explained that this report was presented for information only. He noted that in 2002 the USHE had expended \$13.9 million for 171 leases totaling 1.6 million square feet.

Minutes of the 12/17/2002 Meeting of the Finance, Facilities, and Accountability Committee (Tab I). Chair Pitcher said the committee had discussed retirement and health programs in some detail. They hope to have much more information at the next meeting. **Chair Pitcher moved approval of the minutes. The motion was seconded by Regent Mantes and carried unanimously.**

University of Utah – Notification of Intent to Initiate a New Long-Range Development Plan (Tab J). Chair Pitcher said the committee had discussed the University's new Long-Range Development Plan (LRDP), which will become the new Campus Master Plan. The current LRDP was developed in 1997 for a five-year period. The University is now proposing to initiate a similar process to update the plan. **Chair Pitcher moved approval of the University's intent to initiate a new Long-Range Development Plan. The motion was seconded by Vice Chair Atkinson and carried unanimously.**

Utah State University – Lease-Purchase of Co-Generation and Central Chiller Equipment (Tab K). Chair Pitcher said the committee had congratulated USU for initiating this lease-purchase agreement. It is less expensive, more efficient, and shows a potential for saving \$1 million annually from the on-site generation of power and heat. Chair Pitcher said he looked forward to seeing more information on this in the future. This item was presented for information only and required no action.

Chair Pitcher pointed out that ARUP, a wholly owned subsidiary of the University of Utah, was listed in Fortune 100 as #82 in the list of best companies to work for. He congratulated President Machen.

Academic, Applied Technology and Student Success Committee

Consent Calendar (Tab A). Chair Jardine reported that the committee had approved two items on their consent calendar: (1) They made permanent the initial three-year approval of the Scientific Computing and Imaging Institute at the University of Utah. This has been a tremendous asset to the University in attracting grants and has proven to be very effective in its three-year trial period. (2) The committee also approved Mountainland Applied Technology College's request to offer an Associate of Applied Technology (AAT) Degree in Information Technology. Chair Jardine reminded the Board that four UCAT campuses were authorized to offer the AAT Degree last fall with the understanding that others might come forward. This has been approved by the UCAT Board. The committee discussed how and where quality assurance is applied when UCAT decides to expand to a new campus. This item was a major focus of the committee discussion. Committee members learned that it is

an evolving process. **Chair Jardine moved approval of the committee's Consent Calendar. The motion was seconded by Regent Jensen and carried unanimously.**

Information Calendar (Tab B). Chair Jardine said the items on the Information Calendar were very routine. **On motion from Chair Jardine and second by Regent Barrett, the following items were approved on the committee's Information Calendar:**

1. University of Utah
 1. Stand-alone Minor in Nutrition
 2. Name Change of the Academic Outreach and Continuing Education (AOCE) Social Work Program to the Social Work Professional and Community Educational Program, and corresponding administrative transfer of the program from the AOCE to the Graduate School of Social Work
 3. Interdisciplinary Minor in Literacy Studies
2. Weber State University – Name Change from Physical Education Non-Teaching Major to Human Performance
3. Utah System of Higher Education – Programs Under Consideration/Development at USHE Institutions

Policy R312, Institutional Categories, Accompanying Criteria, and Institutional Missions and Roles (Tab C). Chair Jardine explained that the proposed policy is a consolidation of former policies R311, *Institutional Roles and Missions*, and R313, *Institutional Categories and Accompanying Criteria*. Since it is still a working draft, no action is requested at this time. The draft was distributed to the institutions for discussion and input, and the committee decided it would be premature to move the policy forward until comments had been received from all institutions. Chair Jardine noted that although Type II institutions are defined as those which grant master's degrees, Type III institutions are not disallowed from also offering master's degrees. This will be clarified when the policy is finalized. To date no significant feedback has been received; however, comments are needed from all Boards of Trustees before the committee forwards the policy to the entire Board for approval. Chair Karras asked if this would be the defining document for determining "best of class." Chair Jardine said the policy only defines categories for focusing on roles and missions and the criteria for moving from one type of institution to another.

Chair Jardine said eventually each institution's mission statement would be included as part of this policy. However, the policy will likely be approved before all of those documents are finally prepared. As each mission statement comes to the committee, it will be reviewed to ensure that the mission and role fit into the already defined categories. The committee hopes to have the policy ready for approval at the March Board meeting, although a majority of the institutional missions will probably not be ready by then.

Chair Karras asked if the Regents would be approving the institutions' current missions and roles or their future plans. Chair Jardine said the policy would define where the institutions are now and where the Regents expect them to focus. However, in the future, institutions may move from one classification to another. This would require deliberation. Chair Karras said this was an extremely important issue. He recommended that a large block of time be scheduled to debate this issue. Chair Jardine said in his opinion, this policy creates clarifications and also burdens of proof. Specific criteria are outlined which must be met objectively, and a strong burden of proof will be required for moving to the next category. He said those moves would be few and far between.

Chair Karras talked about a continuum of teachers, with those who are proficient in being good educators (master teachers) at one end and the university professors who do brilliant research and publishing at the other end. He would like to be able to honor the teachers who are master teachers, who are not publishing and researching. Institutions have individual ways of honoring their teachers internally, but he would like the Board to find a way to honor them publicly.

General Consent Calendar

On motion from Regent Hoggan and second by Vice Chair Atkinson, the following items were approved on the General Consent Calendar. It was noted that the minutes of the December 12 and December 16 special meetings were included in the Regents' folders.

1. Minutes
 1. Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held November 8, 2002, at Snow College in Ephraim, Utah (Attachment 1)
 2. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held December 12, 2002, by teleconference (Attachment 2)
 3. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held December 16, 2002, at The Gateway in Salt Lake City, Utah (Attachment 3)
2. Grant Proposals - Approval to submit the following proposals:
 - A. University of Utah – Public Health Service/National Eye Institute; “University of Utah, Core Vision Research Grant;” \$2,905,670. Eric M. Lasater, Principal Investigator.
 - B. University of Utah – Public Health Service/National Institute of Drug Abuse; “Analytical Services Center for Medications Development Program;” \$5,353,295. Rodger L. Foltz, Principal Investigator.
 - C. University of Utah – National Institute/Arth/Musc/Skin; “Study of the Efficacy of Glucosamine and Glucosamine/Chondroitin Sulfate in Knee Osteoarthritis;” \$3,297,896. Daniel O. Clegg, Principal Investigator.
 - D. University of Utah – National Science Foundation; “Advance Institutional Transformation Award at the University of Utah;” \$3,187,421. Joann S. Lighty, Principal Investigator.
 - E. University of Utah – Public Health Service, “Identification of Melanoma Predisposition Loci;” \$3,272,845. Lisa Cannon-Albright, Principal Investigator.
 - VI. University of Utah – Public Health Service; “Eosinophils, Asthma, and Topical Anesthetics;” \$2,669,060. Gerald J. Gleich, Principal Investigator.
 - VII. University of Utah – Public Health Service; “The Human Genetics of Susceptibility to Herpes Simplex Virus Diseases;” \$2,330,971. John D. Kriesel, Principal Investigator.

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- VIII. University of Utah – Public Health Service/National Institute of Mental Health; “Utah Autism Research Center, Optimal Treatment Strategy in Patients with Repaired ToF;” \$9,303,961. William M. McMahon, Principal Investigator.
 - IX. University of Utah – National Science Foundation; “Proposal to Operate and Analyze Data from the High Resolution Fly’s Eye Detector, Part 3;” \$10,270,116. Pierre V. Sokolsky, Principal Investigator.
 - X. University of Utah – Boehringer Ingelheim Pharmaceuticals; “Phase II...Safety of Oral 25 Mg, 50 Mg, 75 Mg OPC-6535 & Placebo in the Treatment of Patients with Chronic Obstructive Pulmonary Disease;” \$2,169,966. Richard E. Kanner, Principal Investigator.
 - XI. University of Utah – HRSA/Bur Primary Health Care; “Cancer Treatment Equipment Grant, CFDA 93.887;” \$2,953,462. Stephen M. Prescott, Principal Investigator.
 - XII. University of Utah – National Science Foundation; “Integrated Product/Service Design and Process Development for High Technology Industries;” \$3,044,533. Rohit Verma, Principal Investigator.
 - XIII. University of Utah – National Science Foundation; “NSF 02-148. NSEC-Maufactured Processes: Environmental Nanosciences & Engineering;” \$15,978,450. Mohammed Siddiqui, Principal Investigator.
 - XIV. University of Utah – National Science Foundation; “IGERT: Learning Through Teaching in an Industrially-Relevant Bioelectronics Program. An NSF 02-145/Pre-Proposal;” \$2,949,937. V. John Mathews, Principal Investigator.
 - XV. University of Utah – National Science Foundation; “IGERT: Molecular Devices for Biochips. Ann NSF 02-145;” \$2,608,239. Mark S. Miller, Principal Investigator.
 - XVI. University of Utah – Public Health Service; “Determinants of Susceptibility and Progression of Ali.RFA HL-02-014;” \$2,600,000. John R. Hoidal, Principal Investigator.
 - XVII. University of Utah – Public Health Service/National Institute on Aging; “Genetic Epidemiology of Aging in Utah Pedigrees. Formerly Pid 2001041-Acct. #59302200-Contract #R01ag18734;” \$6,114,356. Steven C. Hunt, Principal Investigator.
 - XVIII. University of Utah – National Science Foundation; “IGERT: Integrating Stable Isotopes in Ecological and Environmental Sciences. Pre-Proposal. NSF 02-145;” \$2,947,375. James R. Ehleringer, Principal Investigator.
 - XIX. University of Utah – Public Health Service; “Integrating Cancer Syndrome Identification and Gene Discovery;” \$3,091,221. Richard A. Kerber, Principal Investigator.

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- XX. University of Utah – National Institutes of Health; “Determinants of Susceptibility and Progression of Acute Lung Injury;” \$19,105,190 (\$2,600,000 during the first year). Dr. John R. Hoidal, Principal Investigator.
 - U. Utah State University – Missile Defense Agency; “RAMOS Task Order 12;” \$3,578,209. Thomas Humpherys, Principal Investigator.
 - V. Utah State University – Jet Propulsion Lab; “Next Generation Sky Survey (NGSS);” \$39,561,976. Scott H. Schick, Principal Investigator.
 - W. Utah State University – Duke University; “Epidemiology of Alzheimer’s Dementia in Cache County, Utah;” \$1,381,433. Maria C. Norton, Principal Investigator.
 - X. Utah State University – Missile Defense Agency; “RAMOS Joint Preliminary Design Review Task Plan 6;” \$1,700,000. Thomas Humpherys, Principal Investigator.
 - Y. Utah State University – Missile Defense Agency; “RAMOS Joint Preliminary Design Review Task Plan 6;” \$2,078,000. Thomas Humpherys, Principal Investigator.
 - Z. Utah State University – National Science Foundation; “Building Evaluation Capacity of Stem Projects;” \$1,500,000. Blaine Worthen, Patria de Lancer-Julnes James T. Dorward, and George Julnes, Co-Principal Investigators.
 - AA. Utah State University – Lockheed Missiles and Space Company, Inc.; “Tactical Input Segment Sustainment;” \$1,049,715. Niel S. Holt, Principal Investigator.
 - BB. Utah State University – Space Exploration Technologies, Inc.; “Mars Oasis;” \$1,134,036. Pat Patterson, Principal Investigator.
 - CC. Utah State University – National Aeronautics & Space Administration; “Space Communications Project: Adaptation of the IEEE 802.11 Standards and Commercial off the Shelf (COTS) Components for Inter-Satellite Communications of Nanosatellite Constellations;” \$1,215,215. Todd K. Moon, Principal Investigator.
 - DD. Utah State University – National Science Foundation; “Advance-US: Applying a Successful Business Model to a University;” \$2,998,953. Ronda Callister, Principal Investigator.
 - EE. Utah State University – National Science Foundation; “IGERT: USU Integrated Program in High Performance Computing;” \$1,162,573. Robert Spall, Principal Investigator.
 - FF. Utah State University – National Science Foundation; “IGERT: Water as Thematic and Engaging Rational for Integrative Graduate Education and Research Traineeship Program;” \$3,523,673. David G. Tarboton, Principal Investigator.

- GG. Utah State University – Hewlett Foundation; “Three-Track Engineering;” \$1,249,962. Randy Haupt, Principal Investigator.
 - HH. Utah State University – National Institutes of Health; “CH . . O Hydrogen Bonds;” \$1,275,000. Steve Scheiner, Principal Investigator.
 - II. Utah State University – TRW; “SPOSS: Scintillation Phenomenology Orbital Support Sensor;” \$3,321,404. J. Steven Hansen, Principal Investigator.
 - JJ. Utah State University – National Institutes of Health; “Detection of Food and Waterborne Pathogens by Novel Technologies;” \$1,685,812.75. Bart Weimer, Principal Investigator.
 - KK. Utah State University – National Science Foundation; “Global Biosecurity and the Glassy-Winged Sharpshooter;” \$1,701,120. Mike White, Principal Investigator.
 - LL. Utah State University – Missile Defense Agency; “RAMOS Joint Preliminary Design Review Task Plan 6;” \$1,500,000. Thomas Humpherys, Principal Investigator.
 - MM. Utah State University – Raytheon; “Advanced Reconnaissance Compression Hardware (Arch) Card Suite for Shared Reconnaissance Pod (Sharp) Program;” \$1,576,027. Niel S. Holt, Principal Investigator.
 - NN. Utah Valley State College – National Science Foundation; “Science & Health Equipment, REU – Undergraduate Student Research in Biology;” \$935,240. Jim Price, Principal Investigator.
 - OO. Utah Valley State College – Title III; “Computer Infrastructure Across Campus;” \$2,000,000. Curtis Pendleton and Janis Raje, Principal Investigators.
 - PP. Utah Valley State College – Department of Justice; “VAWO: Grants to Reduce Violent Crimes Against Women on Campus;” \$750,000. Curtis Pendleton and Janis Raje, Principal Investigators.
 - QQ. Utah Valley State College – Department of Commerce; “TOPS Grant: Computer Infrastructure for Distance Learning Activities;” \$750,000. Curtis Pendleton and Tom Neilson, Principal Investigators.
 - RR. Utah Valley State College – National Science Foundation; “Regional Center for People with Disabilities to Promote Involvement in Science, Math, Engineering, and Technology Majors;” \$4,000,000. (Proposal is being planned for resubmission with other institutions of higher education and organizations/agencies.) David Jordan and Curtis Pendleton, Principal Investigators.
3. Proposed Policy R136, *Language Proficiency in the Utah System of Higher Education*. Utah Code 63-13-1.5 was enacted by Statewide Initiative A in 2000. It requires the State Board of Regents to make rules governing the use of foreign languages in the higher education system. These rules must

- support the principles that (1) non-English speaking children and adults should become able to read, write, and understand English as quickly as possible; (2) foreign language instruction should be encouraged; and (3) formal and informal programs in English as a Second Language should be initiated, continued, and expanded. Policy R136 will be submitted to the Administrative Rules process, also. (Attachment 4)
4. Proposed Revisions to the Board's Policies and Procedures Manual, Section 6, Student Financial Aid. The Board has delegated the management of most higher education student financial aid programs, in addition to the student loan programs, to its subsidiary board, the Utah Higher Education Assistance Authority (UHEAA) Board of Directors. Section 6 of the Policies and Procedures Manual has been revised to eliminate old SBR policies no longer needed and to include policies adopted and maintained by the UHEAA Board. As part of this revision, the policy delegating authority to the UHEAA Board has been renumbered from R610 to R601 to reflect the expansion of UHEAA's role beyond student loans. The revised Section 6 can be viewed at: <http://www.utahsbr.edu/policy/contents.htm#Section 6>.
 6. 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 March 14, 2003, at the Board of Regents' offices to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Student Success Task Force Report

Chair Karras referred to the draft report of the Student Success Task Force in the Regents' folders and asked Regent Johnson, who chaired the Task Force, to comment on the report.

Chair Johnson said the Task Force had looked at many definitions of student success and finally defined it as "completing the intended course of study." Retention is a big part of student success, and we need to balance against inefficiencies. He referred to the recommendations beginning on page 2 of the draft report:

- A. Establish a K-16 Initiative. Remedial courses and other barriers should be eliminated. We want to move toward establishing joint competencies and ensuring that admissions standards are at a level where they demand a rigorous course of study.
- B. Develop Programs to Mentor New Students. Chair Johnson pointed out that most drop-outs occur in the first and second years of college.
- C. Eliminate Barriers. Students consider themselves successful if it is easy for them to register and get into the courses they want to take. However, students do not think they are getting into the courses they want to take. Chair Johnson advised the Presidents: If you're going to admit students, make sure there are enough sections to get them through the system. The Task Force felt that competency-based credits are very important. Challenge exams, CLEPs, etc. help students complete their education faster.

- D. Improve Two- to Four-Year Transfer. Chair Johnson asked, are we assuring ourselves that there is a good flow from students at feeder colleges to the universities? The dual enrollment idea is a good one, because it is efficiency coupled with student satisfaction.
- E. Conduct Statewide Diagnostic on Student Retention. We brought in consultants from the Noel-Levitz consulting firm to look at retention on a System basis. They raised the following issues: (a) We are admitting students to the wrong institutions. (b) We are not mentoring the students. (c) This is a desirable state to attend school. With the budget shortfall, out-of-state students could improve our revenues and fill our institutions to capacity. (d) We need to do a better job with our recruiting information.
- F. Improve Systems for Tracking Students. Chair Johnson said we are on our way to gaining greater student satisfaction with greater System efficiencies. This is a good combination, which demonstrates our accountability.

Chair Karras commended Chair Johnson and the Task Force for their good work. Chair Johnson thanked Assistant Commissioner Safman for her invaluable assistance. Commissioner Foxley said the report and recommendations would go to the Academic, Applied Technology and Student Success Committee for follow-up. Regent Jardine said it would be helpful to get a follow-up report of the institutions' current status and what is being done in this regard. The committee will add this to their agenda in a way that is not burdensome to the institutions.

Commissioner Foxley referred to the Measuring Up 2002 national and state reports (in the folders) which were shown to the Noel-Levitz consultants. The consultants indicated that if the changes recommended by the Student Success Task Force were made, Utah would be a model for the country. We need to work with our partners in public education. High school seniors must use their last year as efficiently as possible by taking English, math and science classes. The consultants will give Commissioner Foxley a written report which she will share with the Board. The Commissioner said some of the steps can be taken now without additional fiscal resources.

Chair Johnson moved that the Student Success Task Force Report be accepted and the Task Force thanked for their work. The motion was seconded by Vice Chair Atkinson and carried unanimously.

Vice Chair Atkinson reported that public education would be eliminating seat time as a basis for graduation, basing everything on competencies. They are proposing that math, science and English courses be taken in the last year of high school. If students are ready to graduate at the end of their 10th or 11th year, they should graduate. Graduation requirements will include one-half unit of personal finance and 3.5 units of an area of focus, which could be applied technology, AP courses, etc. The students will decide, in consultation with counselors and parents, the best types of electives for their senior year. The State Board of Education will be mailing copies of its new policies to the Regents.

Vice Chair Atkinson said members of the State Board of Education had met the previous Friday with the Governor and Legislative Leadership. Their proposals were greeted with much enthusiasm. The report will be sent to all of the educators in the state, and public meetings of the various school boards and districts will be held. The Board hopes to receive sufficient input by next August to begin implementing these requirements next fall. Local

school districts will still have the authority to offer other electives. The new requirements will be mandatory for every student in the state.

The Regents acknowledged Vice Chair Atkinson for her tireless work in behalf of education.

Report of the Chair

Selection of Presidents. Chair Karras said the Board had selected a very good President for Utah Valley State College. Dr. Sederburg has excellent credentials. Regent Karras said he had received phone calls asking why the Regents did not pick more Presidents from within the System. He reflected that many businesses have a plan of succession for leadership positions. Individuals are identified to understudy various positions. He suggested that perhaps that is something the USHE could do to help our own people. Succession plans would be helpful not only to identify potential presidents, but also provosts, financial vice presidents, etc. We can help our employees in their career advancement by helping them gain the ability to do a specific job.

Performance-based learning. Chair Karras said he was not sure that seat time is not an important part of the process of learning. This issue will probably be delegated to the Academic, Applied Technology and Student Success Committee. However, the Governor advocates it and the State Board of Education has responded positively to it, so the Regents need to develop an opinion before it is thrust on them. The Regents need to determine where we can and where we cannot accept these competencies.

Commissioner Foxley said performance-based learning would be a focus in the Governor's State of the State address. She reported that she, Chair Karras, President Fitch, and Associate Commissioner Buhler had met with the State Superintendent for Public Instruction and Governor Leavitt. The Governor was one of the founders of Western Governors University, and he has talked about a competency-based Associate of Arts Degree. We have let the Governor and his staff know everything that our students already can do to demonstrate competencies by assessment. Higher education needs to determine admissions decisions for those students who come out of high school without grades, or with a combination of grades, credits and demonstration of competencies.

Regent Jardine asked if the Governor had a model he wants higher education to follow. Chair Karras said Western Governors University seems to be the Governor's model. UCAT is another model. President Fitch has also been invited to some of the meetings with the Governor. Chair Karras said the Regents would have to decide whether or not students who receive a competency-based diploma are qualified to enter our institutions. Regent Jardine asked what competency-based credits are being given at our institutions. Several were mentioned by Commissioner Foxley including language proficiency, CLEP tests, and challenge exams.

Report of the Commissioner

Commissioner Foxley called attention to the document in the Regents' folders which summarized the fiscal impact of the budget cuts to higher education in the past two years. The loss in state dollars per student was shown on the graphs and charts. This will be helpful information for the Co-chairs of the Legislative Subcommittees. It will help the legislators to hear from the USHE Presidents how the institutions have been able to take these cuts. She urged the Presidents to tell the legislators of their own experiences and why additional

cuts would be devastating. Although the legislators would like us to admit everyone, we should ask them what policy-makers and legislators can do with the tax structure to help us address the funding issue. The students cannot continue to carry the financial burden through increased tuition. We need greater tax support for our System.

Commissioner Foxley thanked Associate Commissioner Norris for supplying the bookmarks and other promotional material to remind everyone of the UtahMentor program and the opportunities for student financial aid. The folders also contained an article about Pell grants and the need for increased need-based financial aid.

Dixie State College had a good report from the Northwest Commission on Colleges. President Huddleston said the College had been reaccredited for the associate degrees and had been accredited for the three baccalaureate degrees. Commissioner Foxley offered her congratulations for this achievement.

Adjournment

Chair Karras thanked President Machen and his staff for their hospitality. The meeting was adjourned at 2:20 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
CONFERENCE CALL
February 17, 2003

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MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
CONFERENCE CALL
February 17, 2003

Regents Present

Nolan E. Karras, Chair
Pamela J. Atkinson, Vice Chair
Linnea S. Barney
Daryl C. Barrett
Kim R. Burningham
David J. Grant
L. Brent Hoggan
James S. Jardine
Michael R. Jensen
Charles E. Johnson
David J. Jordan
E. George Mantes
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow
Maria Sweeten

Regents Excused

Khay Douangdara

Office of the Commissioner

Cecelia H. Foxley, Commissioner
David Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Brad Mortensen, Assistant Commissioner for Finance and Facilities
Chalmers Gail Norris, Associate Commissioner for Student Financial Aid
Mark H. Spencer, Associate Commissioner for Finance and Facilities

Institutional Representatives

University of Utah – J. Bernard Machen, President
University of Utah – Paul T. Brinkman, Associate Vice President for Budget and Planning
Utah State University – Stan Albrecht, Provost
Weber State University – F. Ann Millner, President
Southern Utah University – Steven D. Bennion, President
Snow College – Michael T. Benson, President
Dixie State College – Robert C. Huddleston, President
College of Eastern Utah – Ryan L. Thomas, President
Utah Valley State College – Lucille T. Stoddard, Interim President
Salt Lake Community College – H. Lynn Cundiff, President

Representatives of the Media

Brandy Lee, *Weber State University Signpost*
Leon D'Souza, *Utah State University Statesman*
Lisa Roskelley, *Ogden Standard Examiner*

Twila Van Leer, *Deseret News*

Chair Karras greeted everyone who was participating via conference call and asked Secretary Cottrell to call the roll. After a quorum had been established, Chair Karras announced that the purpose of the meeting was to determine how to cut an additional two percent from the higher education budget for 2002-2003. Several distribution alternatives had already been discussed by the Executive Committee, and the top two options were faxed and/or e-mailed to the Regents and Presidents.

Legislative Update

Chair Karras asked Associate Commissioner Buhler to give a brief update of the current Legislative Session.

Associate Commissioner Buhler noted that this was Day 29 of the 2003 Legislative Session. His weekly report was e-mailed to the Regents, Presidents and Trustees. The Capital Facilities Subcommittee made recommendations on Friday, which included a number of USHE projects, as follows:

USU Library	\$16 million
Dixie Health Sciences Building	\$1.5 million for design
WSU Gymnasium	\$5.5 million (total funding)
SUU Teacher Education Building	\$9 million
UofU Library	\$6 million
UCAT Uintah Basin Facility	\$9.5 million
UVSC Elementary School Purchase	\$3.1 million
SLCC Health Sciences Building	\$1.5 million for design

Associate Commissioner Buhler said if the state bonded for capital facilities, the maximum bond would likely be \$64 million, which is the amount of debt to be paid off this year, so that the state's debt would not be increased. Budget consideration now moves to the Executive Appropriations Committee, which will hear from the appropriations subcommittees beginning this afternoon.

H.B. 161, Third Substitute, Snow College Richfield Campus, consolidating the Central Applied Technology College and Snow College, has passed the House and now goes to the Senate. H.B. 232, Utah College of Applied Technology Amendments, was approved by the committee and is on the House floor. H.B. 75, Non-resident Tuition for Higher Education Amendments, is awaiting consideration. Representative Loraine Pace, the bill's sponsor, is considering a substitute to the bill to increase border waivers. However, this is still being discussed.

Chair Karras said he strongly favored H.B. 75 as modified to give the colleges and universities a chance to offset some of the financial impact of H.B. 331. Commissioner Foxley clarified that after five years, the new waivers would be sunsetted and H.B. 331 would remain in effect. It is generally agreed that prior to H.B. 331, residency for tuition purposes was far too lenient in Utah, compared with other states. Any Regents wanting more information about this or any other bill was asked to contact Dave Buhler.

Chair Karras said he had been asked to take a position on S.B. 34, Tuition Tax Credits. He asked Regent Burningham to speak to the proposed bill. Regent Burningham said the State Board of Education and the local school boards have taken a position in opposition to this bill. S.B. 34 creates a preferred donation for charitable giving by allowing taxpayers to contribute up to 50 percent of their tax liability to a private school and receive a 100 percent tax credit. The amount contributed to the scholarship-granting organization would go to the credit of that taxpayer. Those donations would also qualify for a federal income tax deduction because of the organization's non-profit status and would reduce the taxpayer's federal taxable income. Combining these two benefits makes each dollar contributed worth \$1.33 – more than any other charitable organization in the State of Utah. This would strongly encourage taxpayers to donate their money to private schools instead of giving it to public institutions of higher education or other non-profit organizations.

Regent Burningham said his second concern with S.B. 34 was that tuition tax credits for private schools is only the first step. In fact, Representative Buttars has said that this is only the beginning of what he has in mind. Regent Burningham speculated that next steps could possibly be tax credits for home schooling or non-public colleges and universities, such as Westminster College, the University of Phoenix, or Brigham Young University. This could ultimately have a major impact on future donations to public higher education.

Regent Johnson asked if an annual dollar limit had been specified in S.B. 34. Regent Burningham said there was no dollar limit; the only limit is 50 percent of an individual's tax liability. Chair Karras said this might be a good topic of discussion at a future Board of Regents meeting.

Distribution of an Additional 2% Cut to the 2002-2003 Higher Education Budget

Chair Karras recapped that for the last couple of years, tuition at USHE institutions has been raised an average of about 10 percent each year. At the last Board meeting, Regents were shown a projection that without increased state funding, tuition would have to be increased by 15½ percent per year for the next five years to try to overcome our funding problem. We cannot expect the students to take on this burden. The System has already taken a 5.48 percent cut (more for UCAT and UEN) in actual dollars. When unfunded students are considered, that grows to an effective cut of 12.26 percent. Adding another two percent would take us to over 14 percent in cuts to the higher education budget. In addition, students entering our institutions next September will not be funded for another year, making a possible impact in the range of 15-16 percent. The Regents and Presidents have tried to cope and have been willing to identify where the cuts were being taken. However, this additional request has not come at a time when it is easy to cut a current budget, and its effect could be long-term.

Chair Karras said the Regents as a Board object to the fact that they have to make the cut. There isn't much more the Board can do. The legislators have said higher education cannot cut students, but should cut "waste." Any waste has already been cut. The Regents asked the Legislature for distribution authority, thinking they would be allowed to distribute the allocation of money to the higher education budget. Instead, the Regents have been given authority to distribute the two percent in additional cuts. Higher education asked to report during the interim on how the cuts have been made; however, the Legislature has demanded the numbers and distribution of the cut today. The legislators' intention is to cut differentially among the institutions. This is a much more difficult process, and some of this has already been done.

One option, supported by the Council of Presidents, would be a two percent cut across the board. Another (Option 1) would take a slightly smaller cut (approximately 1.9 percent) at the two research universities than the other institutions, with the direction that this additional funding would be used for the four to six areas identified for economic development or research. These are the areas the universities have identified where they can become "best in class." This option recognizes that previous cuts did not recognize allocations for economic development or economic impact. The other seven institutions would receive a 2.06 percent cut, UEN would take a 2 percent cut, and the Board of Regents and statewide programs would be cut by 3 percent. Option 2 would give the two smaller schools (CEU and Snow) an additional \$50,000 each, the University of Utah would receive an additional \$300,000, and Utah State University would receive an additional \$200,000. This would also help to protect the smaller schools.

The next step would be to go through the Regent policies on discontinuing programs. Chair Karras referred to the draft document entitled "Program Discontinuation and Personnel Reductions – Guiding Principles," and said the institutions would use them to make the cuts in an effort to protect students.

Regent Johnson said the Board should be resistant to any additional cuts. At the point when the Executive Appropriations Committee assumes budget authority, the Governor also becomes involved in the budget process. The Employers' Education Coalition (EEC) can also help and are anxious to do so. Option 1 would be supported by the EEC, since it would show an emphasis on picking world-class areas at the research institutions and funding them separately. He said the Governor and the EEC strongly support the message of "no more cuts" for higher education.

Regent Jardine asked Regent Johnson about Governor Leavitt's involvement and if he knew the Governor's standpoint on the additional two percent cut to the higher education budget. Secondly, had the Regents taken a position not to offer a two percent cut because the money should be taken from elsewhere in the state budget? Chair Karras said the Regents had not taken a position on the second question. He said he had visited with the Governor two days previously and that the Governor had agreed that the Legislature needed to cut higher education by two percent in order to balance the budget. The Legislature will either have to demand cuts, take the money from the roads and/or water, or increase taxes.

Vice Chair Atkinson said Representative Pat Jones had made a motion in the Higher Education Appropriations Subcommittee to not take the two percent cut, depending on the revenues. The general consensus among the Subcommittee was that they did not support the additional two percent cut for higher education. They voted against more cuts if the revenues came in at an appropriate level.

Regent Jordan asked how the Executive Appropriations Committee would react if the Regents refused to allocate the additional cut. Vice Chair Atkinson said the response she had received was that child welfare, health care, Medicaid, nursing, and other life-and-death issues would be threatened because the budget must be balanced. Regent Grant suggested that the Regents give the legislators their best judgment on the least destructive allocation of the cut, or else just state that there was no responsible way to comply in this short period of time.

Commissioner Foxley said the co-chairs of the appropriations subcommittees would make their reports to Executive Appropriations this week. We are to give the Higher Education Appropriations Subcommittee the Regents' recommendations. We can say the Board recommends no cut. The Subcommittee also recommends no additional cut, but they are mandated to show how the cut would be taken if there is to be a cut. The Presidents feel that an across-the-board cut would be the fairest way to allocate the cut, taking into consideration economic development, the impact on smaller schools, UEN, etc. Unfortunately, we do not have the option of saying "no cut." We have the option of saying higher education should not sustain additional cuts, but if there is a cut, we have been asked to say how we would recommend distributing that cut. Commissioner Foxley pointed out that the co-chairs do not have to consult the Regents and Presidents, but they do have to report to the Executive Appropriations Committee.

Chair Karras agreed that the Subcommittee Co-chairs and most of the membership have worked very hard with us and have been very supportive. None of the Subcommittee members want to take this two percent cut. The co-chairs have been particularly willing to give the Regents distribution authority. We do not want to undercut our chairs as they defend what we are doing to the larger group. We are building trust. Chair Karras said he would prefer to say that it is difficult for us to do anything more than an across-the-board cut in the limited time the Regents have been given.

Regent Jordan said he was concerned that if the Regents give the Subcommittee something other than an across-the-board cut, or a reservation because of limited time and ask for 2 percent as a discretionary cut, we would empower the cut, psychologically. Many legislators are already predisposed to believe that there is fat within the System, and that if they squeeze higher education hard enough, they can cut that fat with some confidence. If the Regents give them specific recommendations on cuts, they will take this as a signal that we have identified "fat" which they are empowered to cut. He urged the Regents to tell the legislature that there is not sufficient time to be able to thoughtfully identify the places where the least pain can be inflicted.

Regent Burningham agreed. He said the Board of Education had debated similar issues on like occasions. It was his experience that identifying a cut authorizes the cut. This works against the best good for students. Regent Mantes remarked he had heard a legislator say that these cuts were a "blessing in disguise" because they have shown the Legislature where the "fluff" is.

Regent Jensen said the Presidents' recommendation of an across-the-board cut carried a lot of weight in his decision. Regent Grant asked if it had been a unanimous decision. President Benson said the EEC's earlier report pointed out that Snow College was not vital to the state's economy; however, Snow students transfer to the universities which were identified as vital to the state's economy. He said he did not want Snow College to be singled out for special treatment.

Regent Johnson said the message of Option 1 is that the proposal to give special amounts or dispensations to the two research universities is not a "cut" message. It is an economic development emphasis message. Both messages can be conveyed by using Option 1. Regent Jardine pointed out that Option 1 was not inconsistent with Regent Jordan's comments.

Chair Karras asked if anyone was strongly opposed to Option 1. President Millner said she supported the universities' research function, but her concern was that with additional unfunded students on the

campuses, what about higher education's message of serving the students? Additionally, Weber and Davis Counties believe that Weber State University graduates a workforce which supports economic development. President Cundiff said one of SLCC's biggest functions is economic development through workforce development. President Stoddard said the EEC report spoke of open access. UVSC is experiencing significant enrollment growth with a 21 percent shortfall. She was concerned that this would send a message that this is more important than the other recommendations.

Associate Commissioner Buhler said if the Regents do not provide our co-chairs with an option, they will probably take the recommendations of the Legislative Fiscal Analyst's Office.

Regent Atkin moved that the Regents approve the cut allocation outlined in Option 1. The motion was seconded by Regent Pitcher.

Regent Jensen asked to hear from the Presidents. President Bennion acknowledged higher education's "Catch 22" situation. Last year the analysts came up with initiatives which would have cut ATE at Weber and high priority programs at other campuses. He said he supported Option 1.

President Machen said it was hard for him to oppose Option 1. Looking at the composite cuts the University has already taken, they would still be down by 15 percent. Before the additional two percent, CEU has been cut by 1.8 percent, Dixie by 8 percent, Snow by 5.6 percent, SUU by 4.4 percent, UVSC by 20 percent, and SLCC by 13 percent. It is important that the Legislature understand that the cuts to date have not been made across the board. Rather, they have significantly protected the smaller schools. An additional \$300,000 (compared with \$28 million) will not make that much difference; however, President Machen said he did not want to disrupt the unity of the Council of Presidents. Regent Jensen asked how much the difference would be to the smaller schools, specifically Dixie, Snow and CEU. Assistant Commissioner Mortensen said the differences would be \$9,000 for Snow, \$10,000 for Dixie and \$8,000 for CEU.

Regent Grant had to leave the call but said he supported Option 1. **Vote was taken on the motion by roll call. The motion carried.**

Chair Karras said the Regents will need to seriously debate the Guiding Principles as actual cuts are made in the future. The two percent is a battle in a war that society will have to fight over the next several years. The state must decide how it will fund what its citizens want as an educational system. The legislators are in a bad situation this year because there is no money. Chair Karras said he had told the Legislature that "everything is on the table." He said that included athletics, museums, festivals, etc. The Regents need to consider every option to do the best job for the state. Our message to the Legislature is that we also need some help and we cannot do this only with budget cuts and tuition increases. Regents Burningham and Barney commented that public education and higher education "are in this together" because of the anticipated enrollment growth.

Vice Chair Atkinson asked Regents and Presidents to e-mail any comments they had on the Guiding Principles to her no later than the following day. She said the draft incorporated the suggestions from Boyd Garriott and Debbie Headden in the Legislative Fiscal Analyst's Office. Commissioner Foxley pointed out that the draft did not recommend specific program cuts. It would be helpful for the Higher Education Appropriations

Subcommittee Co-chairs to be able to report that not only had the Subcommittee approved the Guiding Principles, but that the Regents had approved them as a working draft as well. Vice Chair Atkinson pointed out that page 2 of the document, Cost Savings, had originated with the Regents instead of the Subcommittee. **Regent Barrett moved approval of the Guiding Principles as a working draft. The motion was seconded by Regent Sinclair.**

Regent Pitcher asked for the names and contact information for the members of the Executive Appropriations Committee. Associate Commissioner Buhler said he would e-mail or fax this information to all of the Regents after the meeting.

Regent Jardine asked if the Presidents had been given an opportunity to review and comment on the Guiding Principles. Commissioner Foxley said they had agreed generally to not be specific about programs. President Machen said he and President Huddleston serve on the committee with Vice Chair Atkinson. The Presidents have all been using these principles from the beginning. Regent Jordan asked if the motion included page 2, Cost Savings. After some discussion, Regent Barrett amended her motion to include page 2 and to change the wording on the last bullet point on page 2 to begin "Student FTE ~~will~~ **may** be decreased as programs are discontinued. . ." **Vote was taken on the motion, which carried.**

Chair Karras asked Associate Commissioner Buhler to include the schedule of legislative meetings in his fax or e-mail message to the Regents. Commissioner Foxley said the appropriations subcommittees were not scheduled to meet again; however, they could be called back or polled by Legislative Leadership.

Chair Karras asked the Regents and Presidents to include in their personal contact with members of the Executive Appropriations Committee higher education's appreciation of the pressure they are feeling and to try to help them understand the impact of the cumulative cuts on the Utah System of Higher Education. He asked everyone to keep Associate Commissioner Buhler informed of their activities and conversations with legislators.

Regent Mantes moved that the meeting be adjourned. The motion was seconded by Regent Barrett and carried unanimously. The meeting was adjourned at 10:20 a.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved