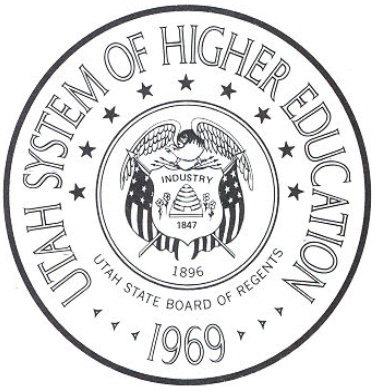


AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

September 11-12, 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
SALT LAKE COMMUNITY COLLEGE, REDWOOD ROAD CAMPUS
4600 SOUTH REDWOOD ROAD, SALT LAKE CITY, UTAH
All meetings in Student Center
September 2003

Thursday, September 11

10:00 a.m. - 11:30 a.m. MEETINGS OF BOARD COMMITTEES

Academic, Applied Technology, and Student Success Committee
Room 266

ACTION:

1. Utah State University – New Restructured Degrees as Part of the Reorganization of the College of Natural Resources — Tab A
   A. B.S. Degree in Conservation and Restoration Ecology
   B. M.S. and Ph.D. Degrees in Human Dimensions of Ecosystem Science and Management
   C. NREE Interdisciplinary Graduate Certificate Program Proposal

CONSENT:

2. Consent Calendar, Academic, Applied Technology and Student Success Committee — Tab B
   A. Utah State University – Western Center for Monitoring and Assessment of Freshwater Ecosystems
   B. Utah Valley State College – Entrepreneurship Institute
   C. Salt Lake Community College – Fast Track Skills Center Programs
      i. Network Engineer (MCSE)
      ii. Network Administrator (MCSA)
   D. Utah College of Applied Technology – Existing Certificates of Completion and Proficiency

INFORMATION:

3. Information Calendar, Academic, Applied Technology and Student Success Committee — Tab C
   University of Utah – Name Change: Graduate School of Architecture to College of Architecture and Planning

4. Higher Education/Public Education Articulation Efforts: Mathematics and Composition Competencies for Graduating High School Students and First-Year College Students — Tab D

Finance, Facilities and Accountability Committee
Oak Room

ACTION:

1. UHEAA – Transfer of Funds Between Student Loan Bond Indentures — Tab E
2. Utah State University – Conceptional Approval to Build Residence Halls, Parking, and Food Services — Tab F
3. Salt Lake Community College – Campus Master Plan — Tab G

CONSENT:

4. Consent Calendar, Finance, Facilities and Accountability Committee — Tab H

A. USHE – Proposed Revision of Policy R537, *Reimbursed Overhead on State and Local Government Contracts*
B. OCHE – Monthly Investment Report
C. UofU and USU – Capital Facilities Delegation Reports
D. University of Utah – Sale of Donated Property

INFORMATION:

5.	USHE – Progress Report, Administrative Efficiencies - Consolidation/Clustering of Some Functions	Tab I
6.	USHE – Update on Study of Early Retirement Practices	Tab J
7.	USHE – Update on Institutional Health Plan Changes for 2003-2004	Tab K
8.	USHE – Revised USHE Report Card	Tab L
9.	USHE – 2002-2003 Enrollments in Technology-based Courses	Tab M
10.	UHEAA – Board of Directors Report	Tab N
11.	Utah State University – School of the Arts, Phase I, Recital Hall	Tab O

11:30 a.m. - 1:00 p.m. LUNCHEON MEETING – STATE BOARD OF REGENTS, SALT LAKE COMMUNITY COLLEGE BOARD OF TRUSTEES, INTERIM PRESIDENT MORGAN, COMMISSIONER FOXLEY
Room 266

1. Open Meeting
2. Executive Session

OTHERS
Buffet in Nelson Lounge (SE corner of second floor)

1:00 p.m. - 3:30 p.m. COMMITTEE OF THE WHOLE
Oak Room

1.	Swearing in of New Regents	
2.	USHE Capital Development Projects	Tab P
3.	USHE "Other Funds" Capital Development Projects	Tab Q
4.	2004-2005 Budget Process and Priorities	Tab R
6.	Student Financial Aid	(See Tab N)
7.	Utah Education Network (UEN)	

3:30 p.m. - 5:30 p.m. INSTITUTIONAL BUDGET HEARINGS (See Tab R)

1. Group 1 – Doctoral/Research Universities
2. Group 2 – Master's Colleges and Universities and Baccalaureate Colleges/Associate's Colleges
3. Group 3 – Comprehensive Community Colleges/Associate's Colleges and Technical Colleges

Friday, September 12

8:00 a.m. - 10:00 a.m. BREAKFAST MEETING – STATE BOARD OF REGENTS AND STATE BUILDING BOARD
Multipurpose Room (Lower Level) Tab S

10:00 a.m. - 12:00 noon COMMITTEE OF THE WHOLE AND REGULAR BUSINESS MEETING OF THE BOARD
Oak Room

1. Governor's Summit Meetings Tab T
2. Report of the Chair
3. Report of the Commissioner
4. Reports of Board Committees
   Academic, Applied Technology & Student Success (Tabs A - D)
   Finance, Facilities, and Accountability (Tabs E - O)
5. General Consent Calendar Tab U

12:00 noon - 1:00 p.m. EXECUTIVE SESSION LUNCHEON – STATE BOARD OF REGENTS
Room 266

* * * * *

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action on either day. 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

September 3, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah State University – New Restructured Degrees and Certificate as Part of the Reorganization of the College of Natural Resources: B.S. Degree in Conservation and Restoration Ecology, M.S. and Ph.D. Degrees in Human Dimensions of Ecosystem Science and Management, and Natural Resources and Environmental Education (NREE) Interdisciplinary Graduate Certificate Program

Issue

As part of the Utah State University reorganization of the College of Natural Resources, University officials request approval to offer a B.S. Degree in Conservation and Restoration Ecology, M.S. and Ph.D. Degrees in Human Dimensions of Ecosystem Science, and an Interdisciplinary Graduate Certificate in Natural Resources and Environmental Education (NREE).

Background

On May 31, 2002, the State Board of Regents approved an administrative reorganization for the USU College of Natural Resources. The reorganization involved combining four existing academic departments and one non-departmental but degree-granting interdisciplinary program into three new academic departments – (1) Environment and Society, (2) Aquatic, Watershed, and Earth Resources, and (3) Forest, Range, and Wildlife Sciences.

Subsequently, the College of Natural Resources has engaged in a strategic planning process to address a number of external and internal issues. The new departments are designed to position the USU College of Natural Resources to be a state, regional, national, and world leader in integrated ecological approaches to forest, rangeland and wildlife management and science; social sciences as they relate to natural resource and environmental issues; and ecological approaches to water and water-related environmental issues.

Faculty in the College now propose a series of curricula changes, as illustrated in the attached table. Most of the changes are relatively minor. On July 9, 2003, the Regents approved name changes for three of the previously offered undergraduate degrees – B.S. in Fisheries and Aquatic Sciences, B.S. in Wildlife Science, and B.S. in Watershed and Earth Systems – separating the Fisheries and Wildlife degrees to correspond to the new departments. With the exception of the NREE graduate certificate and the three new degree programs proposed, all other degree programs in the table are approved and are ongoing programs in the College. Approval of this request will complete the reorganization process of the College.

USU officials stress that these program proposals require no new resources. Existing programs have been replaced with restructured programs, reflecting a shift in the direction of academic programs in the College. Any costs associated with the proposed restructured programs have been covered by the elimination or reconfiguration of the original programs.

Policy Issues

Only minor concerns or issues were raised by other USHE institutions during the proposal review process, relating primarily to student and employment demand. It was acknowledged that student demand would likely increase with the new restructured degrees, but that placement might be a concern. USU officials addressed this issue adequately in a June19th meeting of the Council of Chief Academic Officers, as well as in the program proposals now before the Regents. No institution objected to these programs going forward for Regent consideration. There was consensus that USU has unique strengths in Natural Resources, and that these programs are consistent with USU's Land Grant mission.

Program Review Committee

The Program Review Committee reviewed all three of the attached proposals on June 30th, and agreed that they should be considered by the Board during the September meeting as an exception to the moratorium on new programs, *Category IV - Transfer, Restructuring or Consolidation of Existing Programs*. According to Board policy, this category provides for moving programs forward "in cases where major internal reorganization has occurred resulting in a shift in focus to strengthen academic programs. Existing programs are replaced with new or restructured programs, while requiring no new resources."

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the request of Utah State University to offer a B.S. Degree in Conservation and Restoration Ecology, M.S. and Ph. D. Degrees in Human Dimensions of Ecosystem Science and Management, and an Interdisciplinary Graduate Certificate in Natural Resources and Environmental Education (NREE), all as part of the reorganization of the College of Natural Resources.

Cecelia H. Foxley, Commissioner

CHF/DAC
Attachments

ACADEMIC, APPLIED TECHNOLOGY, AND STUDENT SUCCESS COMMITTEE

Action Item

Request to Offer a B.S. Degree in Conservation and Restoration Ecology

Utah State University

Prepared for
Cecelia H. Foxley
by
Don A. Carpenter

September 3, 2003

SECTION I

The Request

Officials at Utah State University request approval to offer the Bachelor of Science degree in Conservation and Restoration Ecology beginning Fall Semester, 2003.

SECTION II
Program Description

Complete Program Description - The Department of Forest, Range, and Wildlife Sciences offers broad educational opportunities for students interested in the analysis, management, conservation, and restoration of forest and rangeland ecosystems and their associated wildlife populations. The Department offers B.S. degrees in Forestry, Rangeland Resources, and Wildlife Science, and proposes to offer a new B.S. degree in Conservation and Restoration Ecology. All degrees require the same foundation courses designed to be covered in the first three years. Specialization into the distinct degree programs occurs largely in the senior year. Students must meet the General Education requirements of the University as well as complete the following courses: math and science foundation courses [Biol 1210, 1220 (BLS); Chem 1210, 1220 (BPS), 1230; Math 1100 (QL); Stat 2000 (QI) or 3000 (QI); Soil 3000], basic natural resources courses [FRWS 2000, 2010; NR 2220; EnvS 3000, 4000 (DSS)], and a common department core [FRWS 3600, 3610, 3700, 3710, 3800, 3810, 3850, 3900].

In addition to the department core, students majoring in Conservation and Restoration are required to take both FRWS 4600, "*Conservation Biology*," and FRWS 4700, "*Ecological Foundations of Restoration.*"

Students must also take 20 hours of elective courses (3000-level and higher) from approved lists of courses covering three areas of study relevant to this degree. These electives must include at least: one approved course in the physical sciences, one approved course in the life sciences, and one approved course in the social sciences. These electives allow students to develop an individualized program of study in consultation with an approved advisor while ensuring exposure to the breadth of relevant disciplines.

The curriculum for the proposed program, including course descriptions, is included in Appendix A. As indicated in Figure 1, existing courses will be combined into proposed new courses and actually reduce the number of courses offered in the department by four, with a corresponding reduction of 11 credits from current offerings. When the new courses are offered, the old courses will be dropped. A sample class schedule is provided in Appendix B.

Purpose of Degree – Traditional degree programs presently offered in the new Department of Forest, Range, and Wildlife Sciences are focused on preparation for government employment, primarily federal, and for meeting professional society accreditation. Consequently, the requirements of these degree programs have been driven largely by fairly restrictive Office of Personnel Management requirements that determine whether an applicant is qualified for particular positions such as Range Conservationist, Wildlife Biologist, etc. Job opportunities with such government agencies continue to exist, and new opportunities such as Fuels Management Specialist continue to appear, but a reliance on these traditional degrees limits both the range of students that can be attracted and the impact these programs have on the management, conservation, and restoration of natural resources in Utah and beyond. These degree programs are

valuable and will remain a major part of the overall program, but their lack of flexibility is a limitation.

Under degree and department alignments prior to reorganization of the College of Natural Resources, the Environmental Studies degree provided student flexibility. This degree is now in the Environment and Society Department, and has a social science, as opposed to biological science, orientation. The proposed new Bachelor of Science in Conservation and Restoration Ecology degree will serve students who previously sought the Environmental Studies degree, but who are looking for more of a biological and restoration focus than the current Environmental Studies degree offers. Like the Environmental Studies degree, flexibility will be an attraction for the Conservation and Restoration Ecology degree, as well introducing a wider range of potential employment possibilities within natural resources. The Bachelor of Science in Conservation and Restoration Degree is designed primarily to address the needs of the private sector, while not completely precluding agency employment. For example, graduates can still qualify for Ecologist positions with federal agencies. Additionally, this new degree will provide solid preparation for graduate education in a variety of applied ecology fields.

Admissions Requirements – Freshmen accepted in good standing by the University and transfer students with a cumulative 2.5 GPA are eligible for acceptance in the College of Natural Resources. Eligible students interested in the Bachelor of Science in Conservation and Restoration Ecology degree will be conditionally accepted into the program upon meeting with an approved advisor. To remain in the program, students must apply for full acceptance at the end of their junior year. In order to be fully accepted, students must (1) complete their General Education requirements and (2) develop a program of study and sign a course work contract with their approved advisor (see below).

Student Advisement – This degree program has greater flexibility than many traditional natural resources degrees. Thus, there is the ability to design a variety of programs tailored for specific educational outcomes and employment goals. As a consequence, good advising is even more critical than in the other degree programs. Each student will be assigned an advisor who has been approved for this degree program by the department head based on qualifications and expertise. Students accepted into the degree program and those expressing interest in applying to the program, will be required to meet with his/her advisor annually to assess progress and to reassess the program track. No student will be fully accepted into this degree program until a program of study has been formulated in consultation with the advisor and a course work contract signed by both the student and the advisor. Contracts can be changed by approval of the assigned advisor.

Justification for Number of Credits – The proposed degree program requires 120 semester credit hours, not exceeding 126 semester hours that would require justification.

External Review and Accreditation – No external consultants were involved in the development of the proposed program. No professional accreditation will be sought for the program.

Projected Enrollment -- Due to recent reorganization of the College of Natural Resources, enrollment projection is somewhat complicated. At least 164 students are expected in the department as whole during the first year. This is based on Fall 2002 enrollments of 96 students in Wildlife, 25 in Forestry, and 33 in Rangeland Resources. In addition, about 10 percent of the approximately100 Environmental Studies students or other students with an undeclared major may enroll in the department.

The Conservation and Restoration Ecology B.S. degree program expects to enroll approximately 20 FTEs the first year from a combination of new students, the switching of some students from existing degree programs in the College, and to a small extent the switching of students from other USU programs because of the attraction of this degree. Continued growth from this base is anticipated for the foreseeable future. Much of the new growth is expected to be from new students attracted to USU because of this unique degree program. This degree should contribute to an overall increase in Departmental, College, and University enrollment despite attracting some students away from existing programs.

Five-year enrollment estimates and student-to-faculty ratios are described in the table that follows. Note that there are no faculty assigned solely to this degree program–all faculty contribute to several programs simultaneously. Thus the faculty FTEs and the student to faculty ratios are based on estimates of overall departmental numbers. Departmental student FTE estimates are based on 5% annual growth at the overall department level as presented in the College of Natural Resources compact plan. USU estimates that the proportion of the overall student enrollment in the proposed degree program will rise from 10% the first year to 35% the fifth year, with even greater increases in the future.

Year	Degree Program Student FTE	Departmental Student FTE	Student FTE/ Faculty FTE Ratio
1	15	164	19.7
2	26	171	20.6
3	40	180	21.6
4	54	188	22.6
5	65	197	23.7

Expansion of Existing Program – Prior to the reorganization of the College of Natural Resources, Environmental Studies was one of the two largest majors in the College. Due to the reorganization, students mostly interested in the biological or ecological aspects of environmental studies have been disenfranchised by the reorientation of the Environmental Studies degree. This new degree in Conservation and Restoration Ecology is designed to offer those students a flexible, biological or ecologically focused degree similar to the previous Environmental Studies degree.

Faculty – Because of the strong natural resources and applied terrestrial ecology components of this degree, all members of the Department will contribute directly to the degree program. In addition, several faculty with expertise in appropriate areas (e.g., Restoration Ecology, Conservation Genetics) will be made available to teach necessary specialized courses. A list of current faculty who will support the program is included in Appendix C. No new faculty are required.

Staff – No new staff are required to support the proposed program.

Library – Library resources required to offer a superior program are: (1) major basic ecology journals (e.g., *Ecology*, *Journal of Ecology*, *Journal of Animal Ecology, Oikos*, *Oecologia*), (2) major applied ecology journals (e.g., *Journal of Range Management*, *Journal of Wildlife Management, Journal of Applied Ecology*, *Forest Ecology and Management*), (3) specialized journals in the areas of conservation biology and restoration (e.g., *Conservation Biology*, *Biological Conservation*, *Journal of Soil and Water*

Conservation, Restoration Ecology, *Ecological Restoration*), (4) journals from related fields (e.g., *Weed Science*, *Weed Technology*, *Plant and Soil*, *Soil Science Society of America Journal, Journal of Environmental Quality*), and appropriate books from these areas. Required library resources are adequate and presently available. Newly acquired access to the Web of Science will also provide important support for this program.

Learning Resources – Additional learning resources required include the computer labs of the College of Natural Resources and local field sites in the surrounding area. Both of these are already available. Course fees will be assessed to support the computer labs and field trips.

SECTION III

Need

Program Necessity – As noted in Section II, the traditional B.S. degree programs are important for many students, for the Department, and for the State of Utah, but they fail to provide the best education and training for a number of present students and fail to attract many potential students. With the proposed new degree program, USU expects to build a larger overall program by attracting more students and by providing better service to many students already enrolled. The proposed degree should also better serve the needs of the private sector (e.g., biological consulting companies, private land reclamation/ restoration companies, mining companies in need of restoration specialists, etc.) and some government agencies (e.g., as Ecologist for the USFS). It is expected that graduates will have a positive impact on the management, conservation, and restoration of natural resources locally, regionally, and globally.

Labor Market Demand – The Conservation and Restoration Ecology degree will educate students for employment in private environmental and biological research and consulting companies, private industry with environmental divisions, private land reclamation contractors, private land owners, non-profit environmental organizations, and state and federal land management agencies. Graduates will be involved in developing and implementing listed species recovery plans, habitat conservation plans, management plans for species conservation, and plans for conservation of biological diversity, restoration of altered ecosystems, and management of protected ecosystems. Graduates will typically work as conservation biologists, conservation planners, population ecologists, restoration ecologists, and research technicians. Many will also further their education in graduate school.

Population growth and increased demand for resource development and recreational opportunities place mounting work loads on resource managers. This is a particularly important issue in Utah and the Intermountain West. In this context, management and recovery of listed or sensitive plant and animal species, as well as ecosystem management and restoration, are increasingly important aspects of federal and state management and of the environmental permitting process (e.g., the preparation of Environmental Impact Statements, Environmental Assessments, Biological Assessments, Biological Opinions, and Mitigation Plans). These efforts are often overseen by state and federal land resource agencies, and work is shared by these agencies, environmental contractors, and industry, all of which need personnel trained in conservation biology and ecosystem restoration. Other opportunities include working in management and restoration of private biotic preserves, species conservation on private lands, basic research in conservation biology and restoration ecology, and international opportunities in conservation biology and

restoration ecology.

The *2002-2003 Occupational Outlook Handbook* (US Department of Labor, 2001) indicates that more biological scientists will be needed to determine the environmental impact of industry and government actions and to prevent or correct environmental problems. Indications are that employment of conservation scientists is expected to grow at least 3-9% through 2010, and that growth should be strongest in state and local governments and in research and testing services, where demand will be spurred by a continuing emphasis on environmental protection and responsible land management. Much of this work will be centered on principles from conservation biology and restoration ecology. Age demographics of state and federal resource agencies suggest that 50% of their natural resource professional positions will be open in the next decade due to retirements. These positions will include conservation biologists and restoration ecologists. An increasing demand will be for biologists working on listed species and ecosystem restoration and maintenance, with a high portion of these positions requiring a background in conservation biology or restoration ecology. Environmental consulting firms, and to a lesser degree the environmental divisions of industry, have been the primary groups dealing with the environmental permitting process and ecosystem restoration for industry. The need for biologists versed in conservation biology and restoration ecology within these companies will increase with the demand for environmental permits. In Utah alone, there are over 60 environmental consulting companies involved with various aspects of the environmental permitting process. Finally, non-profit organization such as the Nature Conservancy, World Wildlife Fund, and the Audubon Society are managing more and more land for species protection and habitat protection. These groups are especially looking for graduates with training in conservation biology and ecosystem maintenance and restoration.

Degree programs in Conservation Biology and Restoration Ecology are quite new and as a result, placement data are very limited. The Natural Resource Ecology and Conservation Biology degree program of University of Idaho lists jobs of recent graduates as: working for non-profit organizations such as The Nature Conservancy, land trusts, and the International Association of Wildland Fire. Current students also aspire to be environmental writers, Peace Corps volunteers, or environmental educators. The University of Nevada Reno states that graduates of their Conservation Biology option of the Environmental and Resource Science degree program expect to be placed in state and federal agencies as well as private industry and non-profit organizations.

Student Demand – USU anticipates that strong student demand will develop for this new degree program. Programs in the College of Natural Resources that offer greater flexibility have historically been highly attractive to undergraduates. When housed in the Department of Forest Resources, the existing Environmental Studies degree had the second highest enrollment of the seven degree programs in the College. A significant reason for this student demand is the greater ability to design an individualized, advisor-guided degree program. It is expected that the proposed new degree in Conservation and Restoration Ecology will be chosen by most of the biologically/ecologically-oriented students who in the past would have entered the Environmental Studies (ES) program. These students will no longer be effectively served by the ES degree since it will now be in the Department of Environment and Society and will focus on students pursuing social science aspects of natural resources such as policy, economics, recreation resources, etc. Without this new degree, overall College enrollment may decline as these students go elsewhere for the education they seek.

Similar Programs – No similar programs exist within the State of Utah, or in the nearby universities. Brigham Young University offers a Conservation Biology degree in their new Integrated Biology Department. Similarly, the Department of Biology at USU offers an option in Ecology/Biodiversity, which is related to Conservation Biology. These programs differ extensively from our proposed degree, however, in that they are built on a foundation of basic biology while ours is built on a strong foundation of natural resources, applied ecology, and hands-on experience with measurement, analysis, and interpretation. Thus, the graduates produced will be very different in knowledge and experience. Their students will be exposed to more of the breadth of biology, ours more to the depth of applied ecology and natural resources management. No restoration ecology program exists anywhere in the State.

While Conservation Biology programs can be found in many universities nationally, they are usually housed in biological sciences departments, not in natural resources departments or colleges. Despite recent growth in the number of postgraduate programs in restoration ecology and in research interest in the scientific foundations of restoration, few undergraduate programs in restoration ecology exist.

The most similar programs in the western region are the (1) *Natural Resources Ecology & Conservation Biology* degree program at the University of Idaho, the (2) *Conservation Biology option of the Environmental & Resource Science* degree at the University of Nevada–Reno (UNR), the (3) *Restoration Ecology Concentration in Rangeland Ecology* at Colorado State University, and the (4) *Reclamation & Restoration Ecology Minor* in the Department of Renewable Resources at the University of Wyoming. Although housed in natural resources colleges, these programs differ importantly from the proposed USU degree. These programs focus on a single outcome, either conservation biology or a restoration emphasis within a traditional range degree. The Conservation option at UNR, for example, is in reality a wildlife biology degree with a conservation biology emphasis with little consideration of plants (Dr. Robert Nowak, professor, Dept. E&RS).

The proposed USU degree is much broader than presently exists in the region. Students will be able to develop custom-designed, advisor-directed specializations that can lead them in a multitude of educational and employment directions by augmenting their solid foundations in basic and applied sciences and natural resources with what best meets their individualized needs. Students can emphasize animals, plants, or a combination; develop strengths in the conservation of populations, communities, or ecosystems, or in the restoration of degraded ecosystems. They can gain a supplemental foundation in natural resources policy, emphasize soil resources, or lay the foundations for graduate school in applied ecology. USU believes this proposed program is justified based on its uniqueness and the fact that even similar programs are out of state and far from Utah's population center.

Collaboration with and Impact on Other USHE Institutions – No other USHE Institution offers such a program. Although the program is expected to attract some students away from existing programs in other USHE Institutions, this effect should be relatively minor. Instead, USU expects that much of the growth for this program will come from students who otherwise would leave Utah to pursue their educational goals or who choose to come here from elsewhere because of the proposed degree.

Benefits – USU believes the University and the USHE will benefit because this degree will provide a more appropriate education for a significant number of students that would come here anyway, and it will attract new students that would go elsewhere for a similar degree.

Consistency with Institutional Mission – Compatible with USU's land grant mission, this specialized degree program is designed to provide high quality education to a relatively large group of existing and future students. The program carefully integrates the research, education, and service roles of the University, the College, and the Department and its key collaborators.

SECTION IV
Program and Student Assessment

Program Assessment – There are three primary goals for this degree program, one based on graduation rates, one on student satisfaction with their degree program, and one on viable employment. The first goal is to develop a degree program that graduates 5 students in 2007, climbing to 15+ graduates per year by 2010. The second goal is for graduates to feel that the degree program served their educational needs and provided them with the knowledge and tools required to be successful. The third and ultimate goal is to place 80% of the graduates in permanent employment in a relevant natural resources field or in graduate or professional school within two years of graduation.

A separate measure will be used to assess each of these goals. The first goal will be assessed with graduation statistics. The second goal will be assessed with student interviews at various points following graduation. The initial interview will be with the Department Head upon graduation in order to determine immediate satisfaction with the degree program. Since the perceived value of the program will change through time in the work force, follow-up interviews will be conducted 3–5 years post-graduation, with a full-scale survey conducted with all graduates every 10 years. The third goal will be assessed by tracking employment.

Expected Standards of Performance – Major standards and competencies students will have achieved by graduation from the program include:

a) Quantitative foundations in natural resources measurement, analysis, and management, including familiarity with principal field and laboratory techniques of data collection, a working knowledge of geographic information systems, statistical knowledge, and experience with interpretation of results;

b) Written and verbal communication skills with respect to communicating natural resource issues to both general and professional audiences;

c) Strong foundations in taxonomy, ecology, and population biology of plants and vertebrates, and of ecosystem-level processes, stressing the Intermountain region;

d) Knowledge of techniques and processes involved in vegetation/habitat manipulation and management that are critical for conservation of species of concern and for restoration of degraded landscapes;

e) Familiarity with management of dynamic systems in a broad context;

f) Ecological, policy, and historical foundations of conservation biology and/or restoration ecology as sub-disciplines of natural resources.

Student Assessment – Student assessment will be based on performance in classes. The curriculum is designed to provide the desired competencies. Thus, performance in these classes will provide valid student assessment. Courses will include lecture, laboratory, field, and discussion components. Two of the new courses will be designated as quantitative and communication intensive courses and will be key in developing and evaluating both types of skills.

Continued Quality Improvement – This proposed program will be under continual evaluation and refinement. This is necessary (1) to ensure that the desired competencies, job placement, and job satisfaction are obtained, and (2) that a relevant program is maintained in a changing natural resources job market. Success of students in classes, especially in the upper division departmental commons and in the area of specialization, will be especially valuable in determining the effectiveness of the overall departmental educational program. Surveys of former students will be especially valuable in determining whether the program is providing the knowledge and tools necessary for students to succeed in their chosen field. Such information will be used in evaluating the present program and in guiding program modifications.

SECTION V
Finance

Budget – The Department of Forest, Range, and Wildlife Sciences will offer four undergraduate degrees (B.S. in Wildlife Science, Forestry, Rangeland Resources, and Conservation and Restoration), and six graduate programs (M.S. and Ph.D. in Wildlife Biology, Forestry, and Range Science). All faculty contribute to two or more of the undergraduate degrees and to at least one of the graduate degrees, so the budget for the proposed degree cannot be distinguished from the budget for the department as a whole. No new funds are required to implement this degree.

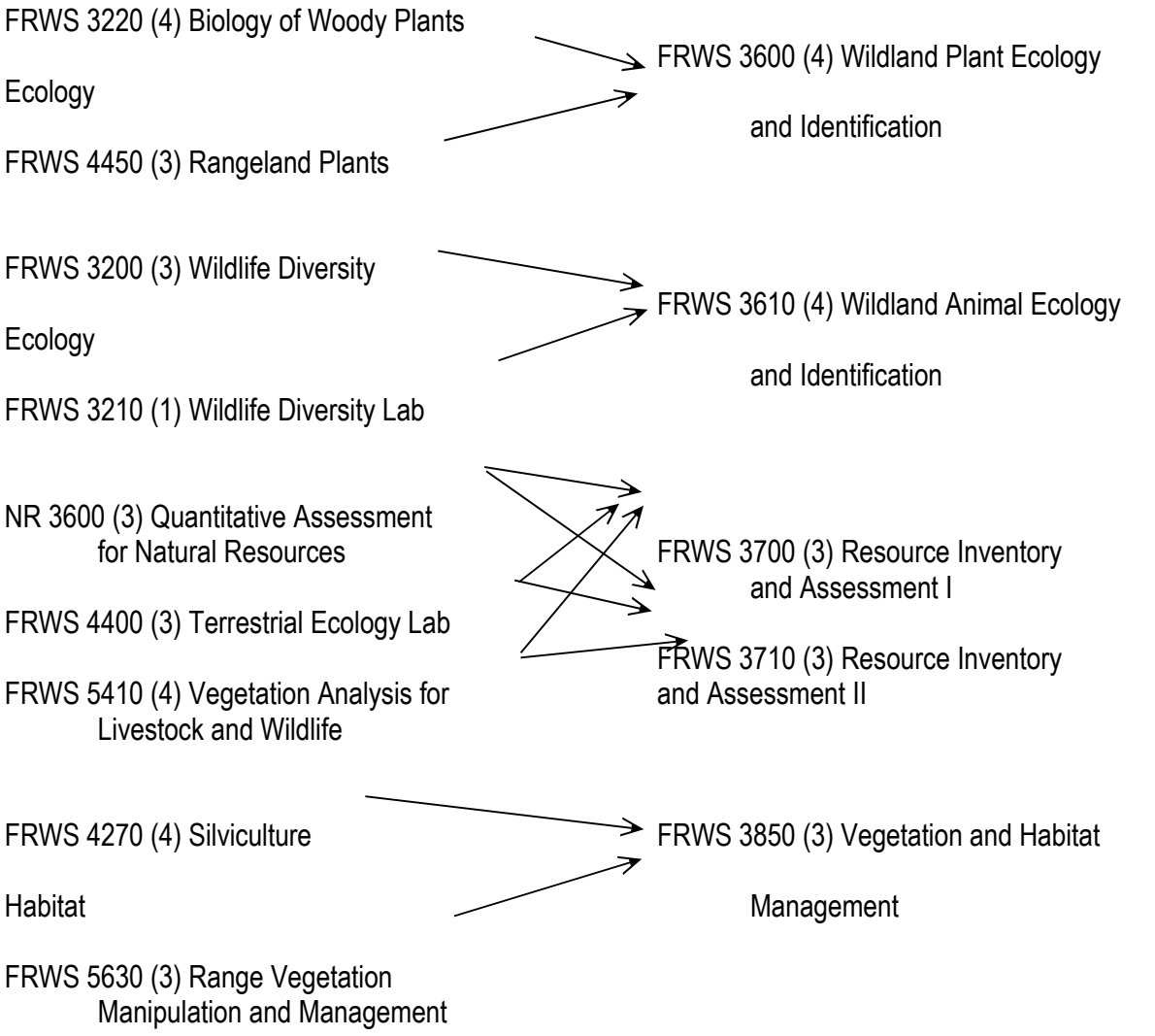
Funding Sources – The resources necessary to support the Department and its programs come from E&G funding to the College of Natural Resources. In addition, significant support comes from the Ecology Center and Utah Agricultural Experiment Station. Some equipment and expenses for travel will be supported by student fees.

Appendix A

New Courses to be Added in the Next Five Years

As shown in the following table, USU proposes to introduce a number of new courses in conjunction with this degree. What is not apparent from this list is that USU is actually reducing the number of courses taught by combining existing courses to better integrate material across the curriculum. The following figure shows which courses will be combined into the new courses, along with the respective number of credits. The change results in a net decrease of 4 courses and a reduction of 11 credits from the existing approach. When the new courses are approved, the old courses will be dropped.

Course Number	Title	Credit Hours
FRWS 2000	Introduction to Forest, Range and Wildlife Sciences	1
FRWS 2010	Introduction to Forest, Range and Wildlife Sciences	1
FRWS 3600	Wildland Plant Ecology and Identification	4
FRWS 3610	Wildland Animal Ecology and Identification	4
FRWS 3700	Resource Inventory and Assessment I	3
FRWS 3710	Resource Inventory and Assessment II	3
FRWS 3800	Wildland Ecosystems	3
FRWS 3850	Vegetation and Habitat Management	3
FRWS 3900	Managing Dynamic Systems	4
FRWS 4600	Conservation Biology	3
FRWS 4700	Ecological Foundations of Restoration	3



number of courses = 9

number of credits = 28

number of courses = 5

number of credits = 17

Figure 1. Conversion and Consolidation of Existing Courses Into This Curriculum

All Program Courses	Course Number	Title	Credit Hours

General Education – The following courses are **recommended** for completion of the General Education requirements, but are not required. Completion of the General Education requirements at USU or earning an A.A./A.S. degree from an accredited Institution is required.

	USU 1300 (BAI)	U.S. Institutions	3

Provides basic understanding of the history, principles, form of government, and economic system of the United States. Emphasis on ideas and critical thinking, rather than dates, names, and places. (3 cr) (F,Sp,Su)

	EnvS 2340 (BSS)	Natural Resources and Society	3

Examines human values, uses, and management of natural settings at the individual, community, and societal levels. Topics include: psychological responses to nature, history of U.S. park and natural resource management, environmental sociology and politics, and nature in non-Western cultures. (3 cr) (F,Sp)

	Phil 3510 (DHA)	Environmental Ethics	3

Key issues in the treatment of nature, such as: the value of wilderness, animal rights, comparative views of nature, and moral issues in economic approaches to the wilderness. (3 cr) (F, Sp)

	Engl 1010 (CL)	Introduction to Writing: Academic Prose	3

Students learn skills and strategies for becoming successful academic readers, writers, and speakers; such as how to read and write critically, generate and develop ideas, work through multiple drafts, collaborate with peers, present ideas orally, and use computers as writing tools. (3 cr) (F,Sp,Su)

	Engl 2010 (CL)	Intermediate Writing: Research Writing in a Persuasive Mode	3

Writing of reasoned academic argument supported with appropriately documented sources. Focuses on library and Internet research, evaluating and citing sources, oral presentations based on research, and collaboration. (3 cr) (F,Sp,Su)

		Sub-Total of Recommended Courses	**15**

No recommendations are made for BCA and BHU classes.

		Sub-Total for Courses Not Recommended (BCA & BHU)	**6**

Remaining General Education requirements will be met during completion of General Science Core and Natural Resources Core requirements for the degree.

Sub-Total for Other Gen Ed Requirements to be Completed through Major Requirements 18

General Science Foundation Courses

Biol 1210 Biology I 4

Principles of cell biology, energetics, and genetics. Plant structure, function, and development. (4 cr) (F)

Biol 1220 (BLS) Biology II 4

Animal structure, function, and development. Principles of evolution, ecology, and behavior. Prerequisite: Biol 1210. (4 cr) (Sp)

Chem 1210 Principles of Chemistry I 4

First of a two-semester sequences, covering fundamentals of chemistry. Designed for science and engineering students. (4 cr) (F,Sp)

Chem 1220 (BPS) Principles of Chemistry II 4

Continuation of Chem 1210. Prerequisite: Chem 1210. (4 cr) (F,Sp)

Chem 1230 Chemical Principles Laboratory I 1

Laboratory course designed to be taken concurrently with Chem 1210. Experiments cover acids/bases, thermochemistry separations, molecular weights, gases, and spectroscopy. Prerequisite: Chem 1210 (may be taken concurrently). (1 cr) (F,Sp)

Math 1100 (QL) Calculus Techniques 3

Techniques of elementary calculus, differentiation, integration, elementary optimization, and introduction to partial derivatives. Applications in business, social science, and natural resources. Prerequisite: Math 1050, or a math ACT score of at least 25). (3 cr) (F,Sp,Su)

Stat 2000 (QI) Statistical Methods 3

Introduction to statistical concepts, graphical techniques, probability, distributions, estimation, one and two sample testing, chi-square tests, and simple linear regression. (Prerequisite: Math 1050. (3 cr) (F,Sp,Su)

OR

Stat 3000 (QI) Statistics for Scientists 3

Introduction to statistical concepts, graphical techniques, discrete and continuous distributions, parameter

estimation, hypothesis testing, and chi-square tests. Prerequisite: Math 1100 or 1210. (3 cr) (F,Sp)

Soil 3000	Fundamentals of Soil Science	4

Fundamentals of soil science, emphasizing physical, chemical, mineralogical, and biological properties of soils, and how these properties relate to plant growth and environmental quality. Prerequisites: Chem 1110, Math 1050, or equivalents. (3 cr) (F,Sp)

NR/Biol 2220	General Ecology	3

Study of the interrelationships among organisms and their environments, addressing where and how organisms live. Adaptation, population growth, species interactions, biodiversity, and ecosystem function are explored for a wide variety of organisms and ecosystems. Prerequisites: Biol 1210 and 1220. (3 cr) (F,Sp)

Sub-Total 30

Social Science Courses

EnvS 3000	Natural Resources Economics and Policy	4

Introduction to natural resource policy and economics. Policy components include models, processes, participants, laws, and tools for decision-making and policy implementation. Economics components include theory, interest calculations, financial analysis, nonmarket valuation, and regional impact analysis. (4 cr) (Sp)

EnvS 4000 (DSS)	Human Dimensions of Natural Resources Management	3

Focuses on balancing science and social values in ecosystem management and decision-making. Topics include environmental justice, communication and behavior change strategies, landscape perception and attitudes, resource-dependent communities, public involvement, and conflict management. (3 cr) (F)

Sub-Total 7

Departmental Core Courses

FRWS 2000	Introduction to Forest, Range and Wildlife Sciences I	1

With a combination of field trips (including two Saturday field trips), computer lab exercises and classroom discussions, students will gain an overview of forest, range and wildlife sciences, including a review of career opportunities for students completing a BS degree from the Department of Forest, Range and Wildlife Sciences. (1 cr) (F)

FRWS 2010 Introduction to Forest, Range and Wildlife Sciences II 1

With a combination of field trips (including two Saturday field trips), computer lab exercises and classroom discussions, students will gain an orientation to the teaching, research and outreach programs of the department. Special emphasis is on strategies and skills for academic success and professional development, including summer employment opportunities. (1 cr) (Sp)

FRWS 3600 Wildland Plant Ecology and Identification 4

Autecology and identification of dominant grass, forb and woody plants found in major plant communities of the Intermountain West. Emphasis is on native species; however, introduced noxious weeds are covered for several communities. Plant structure and function are related to species adaptations to environmental factors such as temperature, precipitation, light, soil characteristics, herbivory, and fire. Plant identification is based primarily on sight recognition of characteristic morphological features, with limited use of plant keys. Uses of plants are also presented. Prerequisites: NR/Biol 2220 (4 cr) (F)

FRWS 3610 Wildland Animal Ecology and Identification 4

Natural history (identification, distribution, life history, physiology, and behavior) of North American vertebrates, especially game birds and mammals and threatened species. Emphasis on ecological, behavioral, and evolutionary aspects of special relevance to management. Prerequisites: NR/Biol 2220 (4 cr) (F)

FRWS 3700 Resource Inventory and Assessment I 3

Students will learn the principles and key methods that are integral to a science-based approach to the inventory, monitoring and assessment of the abiotic and biotic properties of the environment largely through field and lab projects. Prerequisites: Math 1100 and Stat 2000 or Stat 3000. (3 cr) (F)

FRWS 3710 Resource Inventory and Assessment II 3

Continuation of FRWS 3700. (3 cr) (Sp)

FRWS 3800 Wildland Ecosystems 3

Classification of terrestrial ecosystems, their structure, function and self-organization, plus interactions with humans. Special attention will be given to ecosystem types occurring in the Intermountain West and Great Plains. Prerequisites: NR/Biol 2220, Soils 3000, FRWS 3600.
(3 cr) (Sp)

FRWS 3810 Plant and Animal Populations 3

Basics of plant and animal population ecology, including population regulation, life histories, single and multi-species interactions, and metapopulations. Case studies will cover topics of both management and

conservation concern. Prerequisites: Math 1100, FRWS 3700. (3 cr) (Sp)

FRWS 3850 Vegetation and Habitat Management 3

Applying ecological principles and concepts to manipulate the composition, structure, and productivity of wildland vegetation for a range of objectives, including the creation and maintenance of wildlife habitat, using a variety of methods including biological, chemical, mechanical, and fire. Prerequisites: Soils 3000, Corequisite FRWS 3600. (3 cr) (F)

FRWS 3900 Managing Dynamic Systems 4

This course explores how people from diverse disciplines can benefit from integrating philosophical and cultural beliefs with ecological and behavioral principles to manage natural resource systems. (4 cr) (F)

Sub-Total 29

Degree Program Core Courses

FRWS 4600 Conservation Biology 3

Patterns and processes creating biological diversity; causes and consequences of diversity losses from genes to ecosystems, including habitat fragmentation and exotic invasion; conservation laws and organizations; approaches to conserving diversity loss including reserve design, corridors, and species reintroductions. Prerequisites: NR/Biol 2220 (3 cr) (Sp)

FRWS 4700 Ecological Foundations of Restoration 3

Meanings of "restoration," use of reference communities, restoration of processes versus structure, species reintroductions, managing natural processes to meet restoration goals, and fundamentals of physiological, population, community, and ecosystem ecology from a restoration perspective. NR/Biol 2220, FRWS 3850. (3 cr) (Sp)

Sub-Total 6

Degree Program Elective Courses – An additional 21 semester hours of elective courses for fulfilling the requirements for the B.S. in Conservation and Restoration Ecology will be selected in consultation with an assigned advisor. We provide a menu of suggested courses to be used in guiding the student and advisor in course selection. This menu lists courses in three categories: Physical Sciences, Life Sciences, and Social Sciences. A minimum of 3 credit hours must be taken in each of these three areas. Courses not listed on these menus may in some cases be appropriate, and can be included on the program of study with your advisor's consent. An additional 6 credits of free electives must be taken to reach 120 credits.

Approved Conservation and Restoration Ecology Electives

As noted, the Electives Menu is divided into three categories. The first lists courses of particular interest to students seeking to gain strengths in the physical sciences and RS/GIS (e.g., restoration of geomorphic features, links between soil characteristics and restoration potential, GIS approaches to landscape

evaluation, etc.). The second lists courses of particular interest to students seeking a strength in the life sciences (e.g., plant establishment ecology, restoration of ecosystem processes, invasive weed ecology, species conservation, etc.). The third lists courses of particular interest to students wishing to strengthen their background in Social Sciences (e.g., Federal and State natural resources policy, sociology of rural natural resource-dependent communities, etc.) Most students will likely emphasize one category while taking some classes in the other two.

Physical/Quantitative Sciences: Watershed, Hydrology, Soils, Biometeorology, Statistics, and RS/GIS:

AWER 3700	Fundamentals of Watershed Science	3

Study of water movement, hillslope processes, and nutrient movement in catchments, and its relevance to the properties, land use, and management of watersheds as natural resource units. Prerequisite: Soil 3000 or permission of instructor. (3 cr) (Sp)

Biol 4230 (QI)	Applied Mathematics in Biology	3

Formulation, analysis, and experimental tests of mathematical models in biology. Combines mathematics, computing, experimental design, and statistical analysis while applying the scientific method to biological systems. Lectures, recitations, and a laboratory. Prerequisites: Biol 1220 and Math 2250; or permission of instructor. Programming recommended. (3 cr) (Sp)

Soil 4600	Principles of Surface Hydrology	4

Study of physical elements of the water cycle, surface hydrological processes, and watershed responses. Explores basic hydrologic concepts and terminology, as well as collection, analysis, and presentation of hydrologic data. Includes field laboratory. Prerequisite: Soil 3000 or instructor's permission. (3 cr) (Sp)

AWER 4750	Fundamentals of Remote Sensing	3

Develops the scientific principles behind remote sensing. Examines the basic physics of electromagnetic radiation and the interactions of radiation with the surface and the atmosphere. Prerequisite: Math 1060, 1210; Phyx 2210. (3 cr) (F)

AWER 4930	Geographic Information Systems	3

Examines structure and operation of Geographic Information Systems (GIS). Explores design, theory, and implementation of GIS software, digitizing, fundamentals of vector and raster GIS processing, georeferencing, map accuracy, and site location. (4 cr) (F)

Stat 5100 (CI, QI)	Linear Regression and Time Series	3

Methods for prediction and hypothesis testing in multiple linear regression models, including analysis of

variance and covariance, logistic regression, introduction to time series, and signal processing. Prerequisite: Stat 2000 or 3000. (3 cr) (F)

Stat 5120	Categorical Data Analysis	3

Analysis of categorical data, contingency tables, goodness of fit, random sampling, log-linear and logistic regression models, and sampling for proportions, as well as stratified and cluster sampling. Prerequisite: Stat 5100. (3 cr) (F)

Soil 5130	Soil Genesis, Morphology, and Classification	3

Morphology, development, and classification of soils. Lectures and weekly field exercises emphasize soil as a natural body of the landscape: its properties, distribution, behavior, and interpretations for diverse land uses. Prerequisite: Understanding of fundamental soil science; Soil 3000 recommended. (4 cr) (F)

Stat 5200	Design of Experiments	3

Design, analysis, and interpretation of experiments, split plots, incomplete blocks, confounding, fractional factorials, nested designs, two- and three-way analysis of variance, covariance, and multiple regression. Prerequisite: Stat 2000 or 3000. (3 cr) (Sp)

FRWS 5250	Remote Sensing of Land Surfaces	4

Basic principles of radiation and remote sensing. Techniques for ground-based measurements of reflected and emitted radiation, as well as ancillary data collection to support airborne and satellite remote sensing studies in agriculture, geography, and hydrology. Prerequisites: Basic calculus and physics. (4 cr) (Sp)

FR 5350	Wildland Soils	3

Application of basic principles of soil science to wildland ecosystems. Effects of disturbance and land use on wildland soil properties. Roil of soils in natural resource management. Prerequisites: Chem 1110; Soil 3000, and one additional upper-division Soils course, or permission of instructor. (3 cr) (Sp)

Bmet 5500	Land-Atmosphere Interactions	3

Examination of interactions between the surface and the atmosphere. Consideration of flows of mass and energy in soil-vegetation-atmosphere continuum, and their linkage to local and regional climates. Detailed studies of feedback between vegetation and atmosphere. (3 cr) (Sp)

Stat 5600 (CI)	Applied Multivariate Statistics	3

Introduction to multivariate statistical procedures for data analysis. Topics include MANOVA, principal component analysis, factor analysis, clustering, and classification. Prerequisite: Stat 5100. (3 cr) (F)

AWER 5660	Watershed and Stream Restoration	2

Overview of the current theory and practice of watersheds and streams. Emphasizes field visits with restoration projects and specialists. Prerequisites: AWER/FRWS 5490/4490, AWER/Geol 5150, FRWS 5610 (or equivalent). (2 cr) (Sp)

AWER 5670	Watersheds and Stream Restoration Practicum	2

Capstone experience. Development of a restoration plan for a site, involving site planning and design. (2 cr) (Sp)

FRWS 5750	Applied Remote Sensing	3

Covers the application of remote sensing to land cover mapping and resource monitoring at a quantitative level. Students instructed on the effects of atmosphere and surface interaction on the reflectance collected by electro-optical sensors, as well as on the proper use and interpretation of various calibration and classification algorithms. (3 cr) (Sp)

AWER 5760	Remote Sensing: Modeling and Analysis	3

Advanced techniques in the analysis of the earth's surface using remotely-sensed imagery and data in a digital format. Projects employ and/or develop research models. (3 cr) (Sp)

AWER 5930	Geographic Information Analysis	4

Techniques of geographic information systems, data structures, data input and output, and data manipulation and analysis. Prerequisites: Stat 2000; AWER 4930 or NR 3600 or instructor's permission. (4 cr) (Sp)

<u>Life Sciences: Biological/Ecological Courses:</u>

Biol 3200 (QI)	Principles of Genetics	4

Introduction to transmission, population, and molecular aspects of modern genetics. Prerequisites: Biol 1210; Math 1050; Chem 1110 or 1210. (4 cr) (F, Sp, Su)

FRWS 3250	Forest Ecology	4

Principles and concepts of forest ecology. Forest environments, woody plant ecophysiology, forest ecosystem structure and function, and forest community ecology. (4 cr) (F)

PlSc 3700	Plant Propogation	4

Propagation of plants by sexual and asexual means. Covers fundamental physiology of propagation, as well as cultural practices and techniques used in crop production. Recommended: Biol 1210. (4 cr) (F)

Biol 4400 (QI)	Plant Physiology	4

Introduction to plant metabolism, water relations, and growth. Prerequisites: Biol 1220, Math 1050. (4 cr) (F)

FRWS 4800 Genetics in Conservation & Management 3

Principles of modern genetics, with applications, examples, and assignments related to ecology and management issues. Emphasis will be on genetic marker systems, gene flow, genetic drift and adaptation. Prerequisites: Chem 1110 or 1220; Biol 1210 (3 cr) (F)

FRWS 5000 Predator Ecology and Management 3

Reviews biology, ecology, theory, management, and policy issues involving large vertebrate predators. Uses case histories to explore predation theory, population ecology, natural history, and management strategies. (3 cr) (Sp)

FRWS 5070 Range Wildlife Relations 3

Explores interactions on rangelands between wild and domestic ungulates, as well as other wildlife forms around the world, with emphasis on western North America. Prerequisite: NR 3000 or equivalent. (3 cr) (F)

Biol 5170 Introduction to Population Genetics 3

Examines theoretical and applied aspects of how genes behave in natural and artificial populations of plants and animals. Genetic diversity, population structure, mating systems, selection, mutation, gene flow, genetic drift, molecular evolution, and quantitative genetics. Biol 3200. (3 cr) (Sp)

Biol 5200 Modeling Biological Systems 3

Basic techniques of mathematical and computer simulation applied to a wide variety of biological systems: ecology, physiology, agroecosystems, and cell biology. Model formulation, validation, sensitivity and stability analysis, stochastic systems. Prerequisites: Math 1220, Stat 3000, programming experience. (3 cr) (F)

Biol 5250 (CI) Evolutionary Biology 3

Current topics in organic evolution from molecular to macroevolutionary scales. Prerequisite: Biol 3200 or permission of instructor; Biol/NR 2220 recommended. (3 cr) (F)

Biol 5310 Soil Microbiology 3

Ecology and diversity of microorganisms in soils. Emphasis on factors controlling microbial activity and the role of microorganisms in organic matter decomposition and nutrient cycling. Prerequisites: Biol 1210, 1220; Chem 2300 or 2310; Soil 3000. (3 cr) (F) even years

Biol 5320 Soil Microbiology Laboratory 2

Techniques for measuring microbial activity and diversity in soils. Includes use of molecular and isotope methods. Prerequisites: Concurrent or prior enrollment in Biol/Soil 5310. (2 cr) (F)

PlSc 5430 Plant Nutrition 2

Mechanisms of nutrient acquisition, rhizosphere interactions, root morphology and distribution, short- and long-distance transport, nitrogen fixation, and biochemical function of essential and beneficial elements. (2 cr) (F)

FRWS 5510 Forest Entomology 2

Basic insect taxonomy, life histories, structure, and function. Ecological relationships, recognition, and management of insects of economic importance to forestry. Prerequisite: Basic entomology or biology, (2 cr) (F–1st half)

PlSc 5550 Weed Biology and Control 4

Management strategies for undesirable plant species in native and agroecosystems. Interference and allelopathy, undesirable plant invasion and spread, noxious weed eradication principles and practices, integrated plant management strategies, herbicide interactions with weeds and crops, and economics of management emphases. (4 cr) (F)

Biol 5590 Animal Community Ecology 4

Concepts and controversies in modern community ecology emphasizing aquatic and terrestrial animals. Covers the community concept, diversity and stability, null models, relative importance of competition and predation, food webs, disturbance, metapopulations, biogeography, and new directions. Prerequisites: Biol 2220, Stat 3000. (4 cr) (Sp)

FRWS 5640 Riparian Ecology and Management 3

Explores structure and function of riparian ecosystems and management options for maintaining sustainable ecological function. Prerequisite: NR/Biol 2220, AWER 3700. (3 cr) (Sp)

<u>Social Sciences: Policy, economics, etc.:</u>

Soc 3610 (DSS) Rural Sociology 3

Examines patterns and processes of social change in rural and nonmetropolitan sectors of the U.S. and other advanced industrial societies. Considers how rural social change is influenced by demographic, economic, political, and natural resource conditions at regional, national, and global scales. (3 cr) (F)

EnvS 4110	Fisheries and Wildlife Policy and Administration	3

Examination of policy issues and administrative approaches in fish and wildlife management, with particular emphasis on nonbiological issues facing wildlife managers and administrators. (3 cr) (F)

EnvS 4400	Forest Management and Economics	4

Integrates economics and decision-making tools in management of forest resources for multiple uses over extended time periods. Prerequisites: EnvS 3000, FRWS 4270 (4 cr) (Sp)

Soc 4620 (DSS)	Sociology of the Environment and Natural Resources	3

Social aspects associated with the environment and natural resources. Topics include: environmental attitudes and perceptions, environmentalism as a social movement, resource scarcity and land use, and social change in resource-based communities. (3 cr) (Sp)

EnvS 5300	Natural Resources Law and Policy	2

Legal and administrative regulation of forests and associated resources (water, air, fish, wildlife, and scenery). Emphasis on agency organizational culture, federal legislation, court cases, administrative procedures, and federal natural resources agencies' interactions with tribal, state, and local governments. (2 cr) (F)

EnvS 5320	Water Law and Policy in the United States	3

Introduction to policies, laws, institutions, and practices guiding western water allocation, emphasizing how to efficiently and equitably allocate increasingly scarce supplies. Explores reserved water rights, water markets, stream adjudication, public trust doctrine, basin wide management, and riparian management. (3 cr) (F)

EnvS 5540	Land Use and Resource Assessment	3

Provides understanding of land use, land capability, techniques and methods of resource assessment, and their role in development planning (3 cr) (F)

Sub-Total	**21**
Free Electives	**6**
Total	**120**

Appendix B

Program Schedule – Recommended plan of study

A. First Year (29 credits)

Fall Semester (14 credits) **Credits**

- ☐ **Biol 1210** Biology I 4
- ☐ **Engl 1010 (CL)** Introduction to Writing: Academic Prose 3
- ☐ **EnvS 2340 (BSS)** Natural Resources and Society 3
- ☐ **FRWS 2000** Introduction to Forest, Range, and Wildlife Sciences I 1
- ☐ **USU 1300 (BAI)** U.S. Institutions (or other approved Breadth American Institutions course) 3

Spring Semester (15 credits)

- ☐ **Biol 1220 (BLS)** Biology II 4
- ☐ **FRWS 2010** Introduction to Forest, Range, and Wildlife Sciences II 1
- ☐ **Math 1050 (QL)** College Algebra 4
- ☐ **USU 1320 (BHU)** Civilization: Humanities (or other approved Breadth Humanities course) 3
- ☐ **USU 1330 (BCA)** Civilization: Creative Arts (or other approved Breadth Creative Arts course) 3

B. Second Year (31 credits)

Fall Semester (14 credits)

- ☐ **Chem 1210** Principles of Chemistry I 4
- ☐ **Chem 1230** Chemical Principles Laboratory I 1
- ☐ **Math 1100 (QL)** Calculus Techniques 3
- ☐ **NR 2220** General Ecology 3
- ☐ **Phil 3510 (DHA)** Environmental Ethics (or other approved Depth Humanities and Creative Arts course) 3

Spring Semester (17 credits)

- ☐ **Chem 1220 (BPS)** Principles of Chemistry II 4
- ☐ **Engl 2010 (CL)** Intermediate Writing: Research Writing in a Persuasive Mode 3
- ☐ **Soil 3000** Fundamentals of Soil Science 4
- ☐ **Stat 2000 (QI)** Statistical Methods (3 cr) **or**
- ☐ **Stat 3000 (QI)** Statistics for Scientists 3
- ☐ 3 credits electives 3

C. Third Year (30 credits)

Fall Semester (14 credits)

- ☐ **FRWS 3600** Wildland Plant Ecology and Identification 4
- ☐ **FRWS 3610** Wildland Animal Ecology and Identification 4
- ☐ **FRWS 3700** Resource Inventory and Assessment I 3
- ☐ **FRWS 3850** Vegetation and Habitat Management 3

Spring Semester (16 credits)

- ☐ **EnvS 3000** Natural Resources Economics and Policy 4
- ☐ **FRWS 3710** Resource Inventory and Assessment II 3
- ☐ **FRWS 3810** Plant and Animal Populations 3
- ☐ **FRWS 3800** Wildland Ecosystems 3
- ☐ 3 credits selected courses 3

D. Fourth Year (30 credits)

Fall Semester (16 credits)

- ☐ **EnvS 4000 (DSS)** Human Dimensions of Natural Resources Mgmt. 3
- ☐ **FRWS 3900** Managing Dynamic Systems 4
- ☐ 9 credits selected courses 9

Spring Semester (14 credits)

- ☐ **FRWS 4600** Conservation Biology 3
- ☐ **FRWS 4700** Ecological Foundations of Restoration 3
- ☐ 8 credits selected courses 8

Appendix C

Faculty –

Frederick A. Baker, Ph.D.	Forest pathology, computer applications
Roger E. Banner, Ph.D.	Range Science; range extension, grazing
Karen Beard, Ph.D.	Wildlife Biology; ecosystem ecology
Martyn Caldwell, Ph.D.	Plant physiological ecology
Christopher A. Call, Ph.D.	Range Science; vegetation manipulation/ management, land rehabilitation/restoration
Michael R. Conover, Ph.D.	Wildlife Biology; animal behavior and animal damage management
Raymond D. Dueser, Ph.D.	Wildlife Biology; terrestrial ecology and mammalian biology
Jennifer Gervais, Ph.D.	Wildlife Biology; population ecology, toxicology
Michael J. Jenkins, Ph.D.	Forestry, disturbance ecology and management, insects, fire, snow avalanches
Michael R. Kuhns, Ph.D.	Forestry extension, urban forestry, tree physiology
James N. Long, Ph.D.	Forestry; forest ecology and silviculture/vegetation manipulation
John Malechek, Ph.D.	Rangeland management
Terry A. Messmer, Ph.D.	Wildlife Biology; wildlife extension specialist, wetlands ecology, waterfowl, wild ungulate, private land management, conservation communication
Karen Mock, Ph.D.	Wildlife Biology; conservation genetics
Frederick D. Provenza, Ph.D.	Range Science; range animal production and animal behavior, vegetation manipulation with herbivores
Douglas Ramsey, Ph.D.	Geography; remote sensing, geographic information systems, landscape ecology, spatial analysis
David W. Roberts, Ph.D.	Forestry; forest ecology, forest modeling, and vegetation ecology
Daniel Rosenberg, Ph.D.	Wildlife Biology; animal population ecology, sampling
Ron Ryel, Ph.D.	Range Science; plant physiological ecology, ecosystem ecology, global change
Eugene W. Schupp, Ph.D.	Range Science; plant population ecology, restoration ecology, conservation biology of rare plants, weed ecology
Helga Van Miegroet, Ph.D.	Forestry; forest soils and biogeochemical cycling
Neil E. West, Ph.D.	Range Science; desertification, condition and trend of vegetation, vegetation measurement, community ecology
Michael L. Wolfe, Ph.D.	Wildlife Biology; wildlife ecology and management

ACADEMIC, APPLIED TECHNOLOGY, AND STUDENT SUCCESS COMMITTEE

Action Item

Request to Offer M.S. and Ph.D. Degrees in Human Dimensions of Ecosystem Science and Management

Utah State University

Prepared for
Cecelia H. Foxley
by
Don A. Carpenter

September 3, 2003

SECTION I
The Request

Utah State University requests approval to offer M.S. and Ph.D. degrees in the *Human Dimensions of Ecosystem Science and Management* (HDESM), to be effective Fall Semester, 2003. The degrees will be offered in the new Department of Environment and Society in the College of Natural Resources (CNR). These degrees are a result of planning associated with the recent reorganization of the college. No additional faculty, courses, or financial resources are required as a part of this request. In essence, the HDESM degrees integrate the human dimensions of traditional degrees in Forest, Range and Wildlife Sciences and Management offered separately by former departments in the College of Natural Resources.

SECTION II
Program Description

Complete Program Description - The M.S. and Ph.D. degrees in the Human Dimensions of Ecosystem Science and Management respond to an expanding field in natural resources where skills and principles from the social sciences, humanities, management sciences, education, and other human dimension fields have become as important for solving environmental problems as the more traditional application of natural and life sciences. These graduate degree programs will train students to integrate an understanding of the human aspects of ecosystems with the bio-physical aspects of ecosystems. This type of integrated perspective is critical to meeting a great many of the natural resources and environmental management challenges that society confronts today and in the future. "Human dimensions" is becoming standard terminology in the ecosystem science and natural resource professions, reflecting a general recognition of the importance of the social and human behavioral perspectives to natural resource and environmental management, planning, and policy.

The M.S. degree will require a minimum of 30 credit hours. Two options are available: Plan A requires students to complete course work as well as a research thesis; Plan B is a non-thesis, terminal degree based largely on course work and a professional paper or project.

The Ph.D. degree will require a minimum of 60 credit hours beyond a Master's degree (or 90 beyond a Bachelor's degree), a Ph.D. comprehensive examination, and a research dissertation. Compared to the M.S. degree, the Ph.D. degree has a greater emphasis on theory, research methods, writing research proposals, and publishing research in peer-reviewed outlets. The course of study for Ph.D. students will vary depending on the student's academic background.

Students will take courses in the following three areas: 1) required courses and seminars; 2) elective courses tailored to meet the needs of individual students (depth theory courses; natural resource and environmental policy, planning, or management problem area courses; research technique and methods courses pertaining to the student's thesis or dissertation research); and 3) thesis or dissertation research that allocates time during their program of study to design a research project, gather and analyze data, interpret results, write their thesis or dissertation, and give formal presentations to solicit input (pre-project seminar) and present results (thesis or dissertation defense). Students will work with their major professors and graduate committees to design a course of study and choose the appropriate "selected

courses" to meet their academic and professional goals and objectives. The degree requirements are summarized below.

M.S. Degree	Credits	Ph.D. Degree	Credits
Required Courses: Theoretical Foundations (3) Research Approaches (3) Seminars (4)	10	*Required Courses:* Theoretical Foundations (3) Research Approaches (3) Research Techniques (3) Seminars (8)	17
Selected Courses: Theory Depth (6-9) NR/E Problem Area (6-9) Methods/Statistics (3-6)	15-17	*Selected Courses:* Theory Depth (9-15) NR/E Problem Area (9-15) Methods/Statistics (6-9)	24-39
Thesis/Project Research: Plan A Thesis (6) Plan B Paper or Project (3)	3-6	*Dissertation Research:*	12-15
TOTAL Credits Needed	*30*	*TOTAL Credits Needed (beyond the Master's degree)*	*60*

The "required courses" (theoretical foundations, research approaches, and research techniques) are existing courses that will be revised and expanded to: 1) provide a general framework for integrating cross disciplinary theory and research methods in practical planning, policy, and management situations; 2) present integrative planning and policy frameworks and case studies; and 3) reflect the diverse research interests and methods of the faculty in the new ENVS department better than existing graduate courses do. These courses will also be open to students in other departments.

The "selected courses" will be a rigorously assigned set of classes that will be chosen to meet the student's career interests and research directions. These courses will be picked from existing course offerings in consultation with the faculty chair and other committee members. Since the purpose of the HDESM degree is to integrate social and natural sciences, a few classes (three or four for M.S. students and five to seven for Ph.D. students) are required to provide students with some theoretical and methodological approaches in the basic disciplines they hope to focus on. For example, a student that wishes to focus on environmental education will need to take some theory and methods courses in the College of Education or the Department of Communications. Students interested in natural resource policy will select these courses in Political Science; students interested in environmental business or economics will select some course work in Economics and Business Management, and students interested in environmental attitudes or conflict will select courses in Sociology, Psychology, or Business Management. The NR/E problem area courses will be taken in departments in the College of Natural Resources or other academic units that have courses in environmental topical areas. For example, a student interested in the human dimensions of water will take courses in the Department of Aquatic, Watershed and Earth

Resources or Plants, Soils and Biometeorology, or Geology; and students interested in wildlife will take courses in the Department of Forest, Range and Wildlife Sciences or Biology.

This flexibility is critical to accommodate the breadth of potential human dimensions applications and environmental topical areas as well as the wide range of student and faculty interests in the department. The interests and expertise areas of the faculty span the range of the social and environmental sciences, and collaborations across campus are critical to provide students with both the academic base and the advising and research experience needed to meet the large diversity of interests. Due to this diversity, however, knowledge gaps for incoming students must be identified early in the students' programs and addressed on a case-by-case basis through agreements between students and their graduate advisory committees.

Doctoral students will need to successfully complete a written comprehensive exam and an oral defense before being advanced to candidacy. Exams will be structured around the required human dimensions of ecosystem science and management theory, research approaches, and research techniques courses, with the rest of the exam tailored to the student's selected courses. This part of the exam will cover the student's theory depth areas (basic science), at least one resource or environmental problem area, and related methods areas. Doctoral students will also be encouraged to get teaching experience if funding opportunities are available.

Required Courses:

EnvS 6000/7000 (existing course, to be modified) **Theoretical Foundations in Human Dimensions of Ecosystem Science and Management.** This course will provide an overview of interdisciplinary theories and frameworks concerning how human societies affect, and are affected by, ecosystem processes at local, regional, and global scales. While introducing theoretical contributions from various disciplines, this course primarily focuses on systems theory, social and environmental sustainability, and methods for integrating the bio-physical and human dimensions of ecosystems. Ecosystem planning, policy, and management are explored. (3 cr) (F)

EnvS 6700/7700 (existing course, to be modified) **Research Approaches in Human Dimensions of Ecosystem Science and Management.** This course will focus on conceptualizing natural resource and environmental problems involving interactions between human societies and ecosystems, and on assessing alternative research approaches and designs for addressing those problems. Research approaches for integrating spatial and temporal data, as well as integrating bio-physical and social data, are reviewed. The course uses model case studies that emphasize hypothesis generation and testing. (3 cr) (Sp)

EnvS 6810/7810 (existing course, to be modified) **Research Techniques in Human Dimensions of Ecosystem Science and Management.** This course will focus on an array of analytical techniques and tools that can be employed in research projects involving the human dimensions of ecosystem science and management. Techniques for gathering and analyzing quantitative as well as qualitative data are included. Tools for statistical analysis and for displaying data spatially (e.g. GIS) are covered. (3 cr) (F)

EnvS 6800/7800 (existing course, to be modified) **Environment and Society Departmental Seminar.** This weekly seminar provides an opportunity for sharing current research and scholarly activity of the faculty and graduate students in the Department of Environment and Society and provides a forum for presentations by distinguished guests that may be visiting campus. Students take this seminar every semester they are registered as graduate students, and give one presentation each academic year. (1 cr) (F, Sp)

EnvS 6840/7840 **Graduate Orientation Seminar for Environment and Society.** Each faculty member of the Department of Environment and Society meets with the first-year graduate students to discuss their academic areas of specialization. The intent of the seminar is to have students meet faculty early in their program of study in order to maximize faculty participation in students' academic planning. The course treats some subject matter formerly offered in EnvS 6800/7800. (1 cr) (F)

Existing courses within the department and college that directly support the program:

EnvS 5110	Environmental Education
EnvS 5150	Conflict Management in Natural Resources
EnvS 5300	Natural Resources Law and Policy
EnvS 5320	Water Law and Policy in the United States
EnvS 5450	Rangeland Economics and Management
EnvS 6110	Fisheries and Wildlife Policy Administration
EnvS 6130	Policy Aspects of Wildland Recreation
EnvS 6240	Graduate Internship/Co-op
EnvS 6350/7350	Wildlife Damage Management Principles
EnvS 6400	Ecological Aspects of Wildland Recreation
EnvS 6420	Advanced Forest Management
EnvS 6500	Behavioral Aspects of Wildland Recreation
EnvS 6530	Natural Resources Administration
EnvS 6600	Advanced Natural Resource Interpretation
EnvS 6750	Advanced Recreation Management Planning
EnvS 6800/7800	Environment and Society Departmental Seminar
EnvS 6820	Natural Resources Research Integrity
EnvS 6900	Graduate Special Topics
EnvS 6910/7910	Directed Studies (multiple listings for variable credit)
EnvS 6970/7970	Thesis/Dissertation Research

GEOG 6100	Methods of Environmental and Ecological Mapping
GEOG 6200	Advanced Regional Geography
GEOG 6540	Land Use and Resource Assessment
GEOG 6550	Environment, Resources, and Development Policy
GEOG 6650	Developing Societies

NR 6200	Managing the NEPA Process
NR 6210	Clear Writing for NEPA Specialists
NR 6220	Reviewing NEPA Documents

NR 6230	Risk Communication, NEPA Strategies and Implementation
NR 6260	Cultural and Natural Resources Management
NR 6270	Environmental Compliance Overview
NR 6280	Interdisciplinary Team Building
NR 6290	Public Speaking for NEPA Specialists
NR 6300	Understanding and Preparing Statements of Work
NR 6310	NEPA Writing for Technical Specialists
NR 6370	NEPA Capstone Experience
NR 6420	Stegner Center Symposium
NR 6430	Natural Resources and Environmental Policy Cornerstone Seminar
NR 6440	Natural Resources and Environmental Policy Seminar
NR 6450	Natural Resources and Environmental Policy Presentation

Purpose of Degree - The degree program is designed to address several needs: (1) to respond to the increasing demand for interdisciplinary ecosystem science programs that integrate human dimensions, (2) to prepare students for employment in this emerging field, (3) to facilitate and expand academic excellence within the College of Natural Resources and Utah State University, (4) to create and enhance research synergy among the faculty, and (5) to facilitate optimal allocation of faculty resources in the delivery of graduate degree programs. Some details of these purposes are provided below.

The primary purpose of the HDESM graduate degrees is to respond to changes in the natural resource professions that require that students be trained to understand interdisciplinary ecosystem science and management frameworks, as well as methods for integrating the human dimensions (social, cultural, behavioral, educational, administrative, and managerial) along with natural and life science principles. This includes giving students skills in problem formulation, defining data needs, incorporating public input, and decision making and adaptive management processes. Our students will be given this training, will be able to communicate with managers and scientists trained in the natural sciences, and will be able to identify the role of social information and group processes in ecosystem planning and management.

These changes in traditional natural resource professions are creating new employment opportunities. The HDESM graduate degrees will train students for professional positions with local, regional, state, national, and international resource management agencies, private consulting and environmental analysis firms, and non-governmental environmental organizations. The M.S. degree will prepare students for professional practice in natural resource and environmental management and planning, policy and program analysis, public affairs, environmental education, community assessment and collaboration, conflict management, extension/outreach, and for Ph.D. programs in environmental fields. The Ph.D. program will start with the same basis as the M.S., but with greater emphasis on basic theory courses and research methods in ecology, geography, social science, or humanities. This will prepare students for university teaching, research, and extension; agency and private organization research; and positions in policy and program evaluation. Publication opportunities in the applied fields of human dimensions are numerous, and teaching and research positions in “human dimensions” are expanding (see Labor Market Demand section below).

In addition to responding to changes in the natural resource professions, the HDESM degrees respond to much faculty discussion and debate about scientific trends and how to better position the CNR for academic excellence, which occurred in the context of our recent strategic planning process. The HDESM program will be an excellent complement to the graduate degree programs in the other two departments within the college. With the Department of Aquatic, Watershed, and Earth Resources training students to better understand aquatic ecosystems, and with the Department of Forest, Range and Wildlife Sciences training students to better understand terrestrial ecosystems, it is fitting that the Department of Environment and Society should focus on understanding human values and behaviors related to managing these ecosystems. Thus, the integration of the human dimensions in large-scale, ecosystem-based science and management projects (e.g., at the watershed, landscape, or ecoregional levels) is a new and exciting area of environmental management. The HDESM degree is a critical part of the CNR repackaging its existing degree offerings to reflect these exciting new challenges.

Thus, the HDESM graduate degrees are important in the context of changes that have occurred in the organizational structure of the CNR. The recent reorganization of the CNR resulted in an organization structure where interdisciplinary faculty with "human dimensions" interests have been housed in a newly formed department (i.e., Environment and Society). As a result of reorganization, the faculty of the Department of Environment and Society do not have a graduate program that reflects their unique academic characteristics. In the past, faculty in the new Department of Environment and Society had their graduate students register for traditional natural resource management degrees like forestry, wildlife, or range. With reorganization, however, these degrees will require more traditional course and thesis work and will be offered in other departments and not to students working under faculty in the Department of Environment and Society. Therefore, the development and implementation of a graduate degree program in Human Dimensions of Ecosystem Science and Management is a logical extension and complement to faculty competencies. Faculty within the Department of Environment and Society need broad graduate degree programs to educate graduate students. As a result of the CNR's reorganization, the existing graduate degrees in the new department are: *Geography*/*Geography Teaching* [M.A. and M.S.], *Bioregional Planning* [M.S.], and *Recreation Resources Management* [M.S., Ph.D.]. These are relatively specific degree programs in which only half of the faculty in the new department train graduate students. The only Ph.D. degree in the new department is in Recreation Resources Management, and only three of the 15 full-time faculty members with primary appointments in the new department train students in this area. Also, the Recreation Resources Management degrees are the only management-oriented degrees in the department. Thus, the available degrees do not reflect the interests of faculty members who apply perspectives from the humanities, education, management, and social sciences to topics like wetlands management, residential energy and water use, rangeland or forest management, urban–wildland interface conflicts, wilderness, weeds and fire, endangered species, and many other topics.

Finally, the HDESM degrees are a better fit for students wanting to work with faculty in the Department of Environment and Society. An increasing number of students prefer the more general human dimensions program than recreation or geography. A recent CNR faculty poll identified 58 students since 1996 who had completed or begun thesis/dissertation research projects that could have been classified as HDESM. Among Environment and Society faculty alone, we have supervised 44 graduate students in the last five years whose work falls into that category compared to nine Recreation Resources Management students and eight Geography students.

Admission Requirements - Applicants for admission to the HDESM graduate degree programs are required to have a bachelor's degree from an accredited college or university, a cumulative GPA of at least 3.0 (out of 4.0), and GRE scores (quantitative and verbal) above the 40th percentile. Foreign students should have a TOEFL score of at least 550. Exceptions to these standards will be considered on a case-by-case basis and require approval from the Dean of the Graduate School. Written statements of interest will be requested to help match applicants with faculty advisors. A faculty member must agree to serve as the major professor in order for an applicant to be accepted. Prospective students are encouraged to contact faculty members early in the application process to investigate mutual interests, projects, and prospects for financial support. In most cases, students will need a Master's degree before being admitted to the Ph.D. program.

Student Advisement - Every student accepted to the HDESM graduate degree programs will have a faculty advisor. The student may change advisors, but at no time will a graduate student not have a specific faculty advisor. All students will be advised to identify a graduate committee in the first year of their program. The primary advising responsibility will be with the student's faculty adviser, but program of study and important decisions pertaining to research will be made jointly with the student's graduate committee.

Justification for Number of Credits - No credits beyond the minimum requirements of the School of Graduate Studies are needed for the M.S. and Ph.D. degrees. Thirty credits beyond the Bachelor's degree are needed for the M.S. in HDESM, and 90 credits are needed for the Ph.D. (60 credits beyond the Master's).

External Review and Accreditation - No external consultants were involved in the final design of these degrees. The HDESM degrees are unique and we are responding to the latest needs we see in research and professional practice, which also served as the basis for the development of the new Department of Environment and Society (see Program Necessity section below). External professional accreditation will not be sought for the program because none exists at this time.

Projected Enrollment - Since the department and its mix of faculty are new, forecasts based on existing student numbers are used to estimate future enrollment. A recent poll conducted in the CNR revealed that, during the 2001-02 academic year, the 13 faculty who plan to advise HDESM graduate students are currently advising 35 graduate students, including three Ph.D.'s. While not all of these existing students would have decided to pursue an HDESM degree, these faculty members estimated that they will advise about 25 HDESM students annually, including five or six Ph.D. students. The department will likely matriculate additional students once the degrees and related marketing are in place, and as adjunct faculty members and faculty members with secondary appointments in the department become more involved in the HDESM degrees.

Estimated Number of Students Enrolled in the HDESM Programs Per Academic Year, and Student-to-Faculty Ratio

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Projected Number of M.S. Students	8	10	15	16	18

Projected Number of Ph.D. Students	2	3	3	5	6
Estimated Student-to-Faculty Ratio	~1:1	~1:1	~1.5:1	~2:1	~2:1

These estimates appear realistic given that HDESM students must be accepted by a faculty advisor, and numbers will be limited by available faculty time and funding support. This student-to-faculty ratio is based on the total number of faculty members who anticipate advising students in the HDESM graduate degree programs (13 faculty members: see Appendix C). This is different than the overall student-to-faculty ratio for the Department of Environment and Society, which will be higher since there are three other graduate degree program areas in the department (Geography/Geography Teaching; Bioregional Planning; and Recreation Resources Management). The ratios indicated in the above table are reasonable and appropriate given the amount of time involved in mentoring graduate students throughout their program of study.

Demand for the HDESM degrees from highly qualified students may be higher than these numbers represent (see Labor Market Demand section), and, in that case, faculty members may seek opportunities to take on additional students.

Expansion of Existing Programs - The HDESM degrees will not require an expansion of existing programs nor a significant increase in pre-existing class sizes. Rather, the programs will utilize courses that are currently being offered in the CNR. Some of the students in the courses will be from other degree programs in the CNR (e.g., Forestry, Wildlife, Fisheries) and some will be students entering the new degree program in HDESM.

Faculty - The degrees in HDESM will not require new faculty. Faculty have been reassigned from the previous CNR departments to the new Department of Environment and Society and their role statements will be modified to support these degree programs. The faculty members listed in Appendix C agree that the degrees are necessary and most (with asterisks) will advise and teach students in the HDESM degree programs.

Staff - Administrative staff support will be provided by Department of Environment and Society staff members. As with faculty members, staff members have been reassigned from the previous CNR departments to the Department of Environment and Society and their roles adjusted to support the programs in the new department. Since it is unlikely that there will be a large increase in the number of students, there will be no increase in staff positions.

Library - Two library faculty assigned to work with the CNR were consulted in the preparation of this proposal: Jan Anderson, a USU Campus Services Librarian liaison to the CNR, and Carla Heister, Director of the Quinney Natural Resources Research Library. Both of these librarians are adjunct faculty members in the Department of Environment and Society, work extensively with faculty members in the CNR, and are familiar with our academic information needs. In consultation with them, we have conducted a general assessment of library resources and determined that no additional library resources will be required in order to provide the HDESM degrees. Current holdings already include many of the key journals in the field. Journals held at USU that are important to the interdisciplinary field of human dimensions of ecosystem science and management include: *Agriculture & Human Values, American*

Planning Association Journal, American Forests, Environment & Behavior, Environment & Planning, Environmental Impact Assessment Review, Environmental Management, Forest Policy & Economics, Human Dimensions of Wildlife, Journal of Environmental Economics & Management, Journal of Environmental Education, Journal of Sustainable Forestry, Land Degradation & Development, Land Economics, Land Policy Review, Landscape & Urban Planning, Landscape Ecology, Natural Resources & Environment, Natural Resources Journal, Planning for the Natural & Built Environment, Renewable Resources Journal, Science in Context, Society and Natural Resources, The Science of the Total Environment, Urban Ecosystems, Wild Earth, and *Women in Natural Resources.*

Additionally, some of the journals in the basic and applied sciences have been publishing an increasing number of applied and interdisciplinary articles on ecosystem science and management. Some of these journals in the natural sciences include *BioScience, Biological Conservation, Conservation Biology, Conservation Ecology, Ecological Applications, The Ecologist, Forest Science, Journal of Applied Ecology, International Journal of Ecology & Environmental Sciences, Journal of Forestry, Journal of Range Management, Journal of Wildlife Management, Landscape Ecology,* and *Science.* In the social sciences, some of these journals include *Environment & History, Environmental Ethics, Human Ecology, Journal of Rural Studies,* and *Rural Sociology*.

USU's Merrill Library is a Regional Depository for U.S. Government Publications and as such receives the publications of major federal natural resource agencies that conduct and publish studies in the human dimensions of natural resources. The more specialized collections of the Quinney Natural Resources Research Library, which are maintained through the generous and continuing support of the S. J. and Jessie E. Quinney Foundation, provide additional resources pertinent to the needs of the HDESM degrees.

Learning Resources - Beyond the University library and media sources, HDESM students will have access to other research and project resources. First, due to its history of strong support for graduate education, the CNR has computer, office, and lab space available for graduate students. For example, the Quinney Natural Resources Research Library has six public access library workstations and three special applications workstations. The CNR students have access to special software applications such as ARCView, PhotoShop, and Adobe PDFWriter, along with scanning (text, photo, slide) hardware and slide making equipment. Besides the standard books, documents, and journals, the Quinney Library collections include a slide collection of outdoor recreation places and subjects, as well as environmental education materials for K-12 teachers and for students training to be teachers. The catalog for the collections in the Quinney Library includes links to electronic documents.

The CNR has graduate student office space, and 11 new graduate student offices were recently renovated in the Biology and Natural Resources (BNR) building, with more student offices being planned for in the remodeling of the Campus Services Building. A key element of the CNR reorganization is equity in the distribution of office and lab space, so that Environment and Society faculty members will have the same proportionate access to student offices and faculty labs as faculty in the other two departments. Individual faculty members also have office space and resources available for graduate students, such as in the Institute for Outdoor Recreation and Tourism (BNR 212-214), Natural Resources and Environmental Education Lab (NR 219), Geography Teaching Resource Lab (NR 213), Natural Resource Economics Lab

(NR 229), Natural Resource Management Lab (NR 225), and the Landscape Planning Studio (121 University Reserve Building).

A second area of supplemental learning resources is provided through field project internships. Field project internships available to HDESM students are offered through CNR programs or collaborations such as the Tehabi Institute, Teton Science School, and Canyonlands Field Institute. In addition, internships are available through numerous external programs and cooperative agreements with land and resource management agencies.

Additional opportunities arise from collaborations and support from faculty. For example, many faculty members in the new Department of Environment and Society regularly take graduate students to state, regional, national, and international meetings, symposia, and workshops. These include professional meetings and conferences such as the International Symposium on Society and Resource Management (ISSRM) and the National Natural Resource Education Conference, and events of the International Association of Landscape Ecology, National Recreation and Park Association Leisure Research Symposium, George Wright Society, Ecological Society of America, Society of American Foresters, Society for Range Management, International Rangeland Congress, the University of Utah's Wallace Stegner Center, Human Dimensions of Natural Resources in the Western U.S., Western Social Science Association, Envision Utah, Operations Research Society of America, Jane Goodall's Conservation Organization, Western Association of Recreation Researchers and Professionals, and the American Planning Association. Most faculty members also publish with graduate students in conference proceedings and peer reviewed journals.

Finally, graduate students will have access to the resources and support of three extension specialists and two federal cooperators affiliated with the Department of Environment and Society. These faculty members will provide valuable resources and support for graduate students to aid in both learning and research opportunities for HDESM students. Many different cooperative research and planning opportunities are available on a project basis with state and federal agencies that are recognizing the importance of the human dimensions of ecosystem science and management, such as Utah Division of Wildlife Resources, Utah Division of Parks and Recreation, State School and Institutional Trust Lands Administration, USDA Forest Service, National Park Service, Bureau of Land Management, and others.

SECTION III
Need

Program Necessity - As discussed in the Purpose of Degree section above, this program proposal is the direct result of the reorganization of the College of Natural Resources. The basis for the new Department of Environment and Society comes from national trends in natural resource education, and internally, from self-evaluation studies conducted by the Departments of Forest Resources and Range Science in the CNR, which showed the need for greater emphasis on the human dimensions of natural resources. The HDESM degrees are needed as a cornerstone of the graduate program of the new department, and to serve as the primary degree programs for several faculty who can no longer offer graduate degrees in their former CNR departments (e.g., Forestry).

Since the mid 20th century, environmental issues have become increasingly prominent in the U.S. and the world. For example, Utah and the Intermountain Region are experiencing unprecedented rates of economic development, population growth, and conflicting resource use demands. These trends are having a significant influence on the management and policies regarding water, energy, wildlife, rangelands, open space, and other resources. As a result, the field of natural resource and environmental management needs practitioners who understand not just nature, and not just people, but the complex and evolving relationship between the two (Lee 1993, Gunderson *et al.* 1995). The human dimension is a neglected part of teaching and research in colleges of natural resources, which traditionally focus on the biological and physical sciences (Manning 1998). The HDESM degrees are a direct response to these needs, and can help meet the demand for professionals, teachers, and scientists skilled at analyzing the interface between multiple social science disciplines and environmental problems, and using this information in decision making.

In addition to these trends, there are several others that illustrate the need for the HDESM degrees:

- There is a large and growing literature emphasizing the need for more interdisciplinary, problem-based programs in natural resources (c.f., Nielson and Decker 1995, Manning 1998) and higher education in general (Ewell 1998, Duch *et al.* no date).

- Land management agencies are putting greater emphasis on the human dimensions of natural resources (e.g., the national office of the USDA Forest Service has a Human Dimensions Working Group and recently formed a Social Science Program Unit to coordinate the human dimensions activities of the agency).

- The 1990's saw a large increase in web sites, list serves, national and regional groups, journals, textbooks, symposia, and conferences dedicated to the human dimensions of natural resources and the environment (For example, national list serves started in the last two years include lists dealing with the human dimensions of wildlife, human dimensions of fish, conservation psychology, and participatory rural appraisal.).

- This year, a new professional organization - the International Association for Society and Natural Resources - was organized and its headquarters will be in the Department of Sociology, Social Work, and Anthropology at USU.

- Surveys of alumni and employers in the traditional natural resource disciplines indicate that training in human dimensions is important and often lacking (c.f. USU Department of Range Science 1993, USU Department of Forest Resources 1994, Sample *et al.* 1998, Williams *et al* 2001). Specific needs include skills in communication, public relations, leadership, conflict management, facilitating collaboration, and understanding the policy context of decisions.

- Political and economic globalization have led to a large increase in the number and importance of international environmental issues. Solving such problems will require research and integration of different economic, political, cultural, and bio-physical perspectives (Gunderson *et al.* 1995).

- A recent web search of university-level natural resource programs turned up over 300 references to human dimensions. Most of these were course titles or degree emphasis areas; only about 15 universities have formal programs, research units, or degrees. (See Similar Programs section below).

Graduate and undergraduate programs in human dimensions or related topics have begun to emerge in natural resource programs in the U.S. Most of these programs, however, still focus on biophysical resources or on specific problem areas like outdoor recreation, forestry, or wildlife. None that we know of have the breadth of disciplinary expertise and availability of cross campus expertise (in departments like sociology, economics, political science, business management, and landscape architecture) that we have at USU. Thus, there are no graduate natural resource programs as well positioned to meet the emerging needs in the Intermountain West, and perhaps the U.S., as the degree programs we are proposing here. We feel that the HDESM degrees can help position USU as a national leader in human dimensions of natural resources.

Labor Market Demand - Since this is a new and emerging field of study, there are few job classifications or specific trends we can document with hard data related to the labor market. The following generalizations of the market demand for HDESM degrees come from several sources: job announcements that USU faculty members regularly receive from colleagues and list servers; job announcements posted with professional associations; a recent analysis of federal job listings (www.usajobs.opm.gov); faculty members' past experiences in placing their graduate students in jobs; and conversations that administrators and faculty members in the CNR have had with natural resource and environmental professionals over the past several years.

The first generalization that can be made is there are positions for HDESM graduates in many different sectors of the economy, including the academic, government, non-profit, and private sectors. Academic jobs with "human-dimensions" actually in the title or job description have increased substantially since 1998, particularly in colleges of natural resources at land grant universities. An observed increase in the number of graduate assistant and post-doctoral fellow positions in human-dimensions indicates that more faculty members around the country are conducting research and training students in this area; thus, we might expect to see a continued increase in the number of human dimensions academic jobs. Several federal agencies have initiated formal human dimensions research programs (e.g., USDA Forest Service and the National Park Service), and all levels of government have been, and anticipate, hiring increasing numbers of people with human dimensions expertise. Non-profit organizations are particularly interested in human dimensions-type people, although they do not necessarily use this terminology (which is more prevalent in the academic and government arenas). Non-profits tend to describe this expertise when they explain the type of people they are seeking for certain jobs. Conservation organizations, environmental groups, research institutes, and foundations are among the non-profit organizations that increasingly are in the market for the type of students trained in HDESM graduate programs.

The second generalization about labor market demand is that a variety of non-academic positions are available for people with HDESM expertise. These positions often have attached to them generic descriptors such as scientist, (executive) director, coordinator, planner, specialist, fellow, or professional. Positions are available in the technical, managerial, and administrative ranks. Interestingly, the higher the position within an organization, the more there is a tendency to require a diverse and integrative

academic/technical background, and to place increasing emphasis on the human dimensions aspects. (Partly this is because administrators in natural resource and environmental professions must bring together the various scientific as well as human dimension factors in planning, management, and policy decision making). This evidence suggests that the HDESM degrees will attract and help train some of the people who likely will become leaders in the natural resource professions.

Labor market demand analysis also revealed a third generalization: potential employers are looking for this new type of employee by casting a wide net in more traditional search strategies, and this is because they really want someone who can work at the interface between traditional disciplines. Thus, job announcements will often request that applicants possess a more traditional academic degree, but the employer is flexible on what that degree might be. The label "human dimensions" may not be indicated in the job title or in the degree requirements for applicants, but will be explained very clearly in the knowledge, skills and abilities (KSAs) needed to perform the job. The KSA's for government jobs seeking someone with human dimensions expertise indicate that employers want people who can help them better understand and interface with their constituent groups. The combination of KSA's that they are seeking include expertise in research design and techniques, analytical capabilities, communication and report writing skills, liaison skills, and the ability to relate research findings to practical management and policy decisions.

Finally, while the land management agency portion of the hiring market, which is the primary job market for HDESM degrees, has been tight, it is opening up. Agencies like the USDA Forest Service have had a cap on the number of total positions for more than a decade. This has resulted in the average age of their employees rising to the point where over 40% of the workforce will reach retirement age in the next 5 to 10 years. Ths indicates the land management agencies will be hiring at an increasing rate, and the new KSA's noted above will necessarily make up a large portion of those positions.

Other natural resource programs around the country have noticed these trends in the job market, which probably explains why they have added human dimensions specializations to more traditional natural resource degrees. Faculty members in the Department of Environment and Society know from talking to faculty at other universities that some of those people would create human dimensions degrees if they could create the appropriate departmental structures for administering those degrees. Thus, the administrative reorganization in the CNR positions USU to capture a distinct advantage in this new market with the HDESM degrees.

Student Demand - Strong student demand for the HDESM degrees already exists. As discussed above, we expect there to be about 26 M.S. and Ph.D. students in the HDESM programs at any one time (i.e., about 9-10 new students per year). This projection is based on the actual number of CNR graduate students over the past five years whose course of study was similar to the HDESM degrees and who were advised by faculty currently in the Department of Environment and Society when they were members of other CNR departments (Forestry, Range, etc.). The new M.S. and Ph.D. program will allow us to provide degrees that more accurately reflect the course of study of students with this interest compared to the old degree titles. Thus we are not projecting an increase or decrease in the student demand, but projecting enrollment based on actual numbers. And the actual *demand* for the degree is higher, because faculty in the new department only accepted a portion of the number of persons who applied for graduate programs related to human dimensions over the last five years.

Additionally, for all the reasons we discussed in the Need and Labor Market section, we do not expect this demand to diminish. For example, a 2002/03 study of Environmental Studies undergraduate majors in the CNR found that two-thirds planned on going on for an advanced degree, and more of these students were primarily interested in topics related to social science (e.g., anthropology or economics) or integration (e.g., policy or sustainability) compared to ecology or physical science topics. We also expect future demand to increase as the Department of Environment and Society and the HDESM degree programs are advertised.

Similar Programs - No degree programs with the title Human Dimensions of Ecosystem Science and Management (HDESM) are currently offered in the state, the Intermountain Region or, for that matter, in the nation, although there are several degree programs in which this subject is a concentration or emphasis area. Consequently, USU's Department of Environment and Society is in a unique position to pioneer graduate degree programs in this rapidly emerging area of natural resources and the environment.

There are currently three universities that offer formal degree programs similar to HDESM. None of these are located in the Intermountain Region. These institutions are the University of California at Berkeley, the University of Michigan, and Cornell University. The University of California at Berkeley offers both M.S. and Ph.D. degrees in Environmental Science, Policy, and Management which integrate the biological, social, and physical aspects of basic and applied environmental sciences in order to address environmental problems of major social and political impact. The University of Michigan offers M.S. and Ph.D. degrees in Natural Resources and Environment. At the M.S. level, students can pursue a concentration in Resource Policy and Behavior, under which is a program called the Study of the Human Dimensions of Environmental Stewardship, designed for graduate students interested in the behavioral aspects of natural resources and environmental issues. Cornell University offers M.S., M.P.S., and Ph.D. degrees in Natural Resources with a concentration in Natural Resources Policy and Management, designed to increase the ability of students to apply information and methods from different disciplines to the analysis and development of policies for natural resources management, with some focus on the human dimensions of natural resource management. In addition, a Master's Program in Environmental Management (MPS-EM) is designed to prepare environmental professionals with broad-based managerial and analytical skills.

Several other institutions have developed somewhat related programs, but they tend to be more focused in scope (e.g., recreation, forestry, or wildlife) and do not have the breadth of faculty expertise as exists in USU's new Department of Environment and Society. Most of these graduate degree programs offer an emphasis, concentration, specialization, or even a certificate program in the area of human dimensions, rather than a formal degree. For example, Michigan State University has a program with "human dimensions" in the title, but the degree focuses on fisheries and wildlife (the degree is entitled Human Dimensions in Fisheries and Wildlife Management). This degree program is designed to integrate training in social, ecological, and biological aspects of fisheries and wildlife management.

In the Intermountain Region, Colorado State University offers a graduate degree in Natural Resource Recreation and Tourism that focuses on the human dimensions of natural resources in order to advance the understanding of how human values, perceptions, attitudes, and behavior affect, and are affected by, natural resource management. There are no specific concentrations in the graduate program; rather each student customizes her/his course selection and research with close supervision of a graduate

faculty committee. The University of Idaho offers a Master of Natural Resources (MNR) degree that is interdisciplinary in nature and focuses on natural resource management and administration. As a non-thesis, professional degree, one of the areas of emphasis is human dimensions of natural resources.

In the West, Oregon State University and Northern Arizona University offer graduate degrees in Forestry with a social science concentration or emphasis. In the M.S. and Ph.D. degrees in Forestry at Oregon State University, students explore social and economic aspects of outdoor recreation planning and management as well as the interaction of forest uses and community development. The M.S. and Ph.D. degrees in Forestry at Northern Arizona University focus on educating students in ecosystem science and management by integrating instruction in biophysical and human systems and by applying a transdisciplinary approach and multiple resource knowledge to ecosystem studies.

Other graduate degrees at the M.S. and Ph.D. level are offered at a number of universities in the East and Midwest under titles of Natural Resources, Environmental Science, Natural Resources and Environmental Sciences, Wildlife and Fisheries Conservation, and Wildlife Conservation. The following are brief descriptions of the other graduate programs we reviewed:

The State University of New York (SUNY)—Syracuse offers M.S., M.P.S., and Ph.D. degrees in the Graduate Program in Environmental Science. The program emphasizes a multidisciplinary social and natural science approach to environmental understanding and stewardship.

Rutgers University's Graduate Faculty of Arts and Sciences offers an interdisciplinary graduate certificate program on the Human Dimensions of Environmental Change that allows students to pursue a concentration in the economic, historical, planning, and other dimensions of environmental change while carrying out a regular program of studies in one of the existing graduate programs.

The College of Natural Resources at Virginia Tech offers a graduate program concentration in the Human Dimensions of Fisheries and Wildlife and Natural Resource Policy and Administration.

The University of Vermont offers a Ph.D. in Natural Resources that provides students with the opportunity to explore specializations that cross disciplinary boundaries; one such specialization is Human Dimensions and Environmental Ethics.

The University of Massachusetts offers graduate programs in Wildlife and Fisheries Conservation leading to M.S. and Ph.D. degrees, within which are two human dimensions related concentration areas: Human Dimensions of Wildlife and Fisheries; and Natural Resource Policy and Administration.

The University of Minnesota offers Graduate Studies in Wildlife Conservation that combines basic biology and ecology with other academic areas, and with applied problem solving in natural resource management and conservation. One of the specializations focuses on the human dimensions of natural resource management.

The University of Illinois offers M.S. or Ph.D. degrees in Natural Resources and Environmental Sciences and the opportunity for students to be involved with the Human Dimensions of Environmental Systems Program that provides an interdisciplinary perspective on social, psychological, and cultural aspects of

natural resources and environmental systems.

Collaboration With and Impact on Other USHE Institutions and Other USU Departments - The HDESM graduate degree programs are unique within the Utah System of Higher Education. Thus, no discussions have occurred with other USHE institutions regarding our intent to offer these graduate degrees. However, since USU is Utah's land grant university, there is much emphasis on natural resources and the environment across campus. Consequently, we are engaged in discussions with other departments at our own institution, both inside and outside the CNR, because this is where the greatest opportunities for collaboration exist. USU has a rich tradition of interdisciplinary cooperation. Coordination with other departments with regards to this graduate degree program has the potential to create synergies and promote efficiencies that will enhance USU's overall standing among land grant and other peer institutions.

As part of the CNR's reorganization effort and USU's compact planning process, we discussed the formation of the Department of Environment and Society and possible graduate degree programs with representatives of the following departments outside the CNR: Economics, Journalism and Communication, Landscape Architecture and Environmental Planning, Management and Human Resources, Political Science, and Sociology, Social Work and Anthropology. These conversations were preliminary and, during the approval process for the HDESM degree programs, we are expanding these efforts to include discussions with representatives from Agricultural Systems and Technology Education, Biology, Business Administration, Civil and Environmental Engineering, English, History, and Secondary Education. Based on these discussions, we tailored several aspects of the HDESM degree to minimize any potential overlap with other departments on campus and to revise course offerings so that the graduate students in those other departments who may be interested in natural resource issues, may take the HDESM courses.

The two other departments in the CNR–the Department of Aquatic, Watershed and Earth Resources (AWER) and the Department of Forest, Range, and Wildlife Sciences (FRWS)–also expressed an interest in collaborating with us on these graduate degree programs. Faculty members in the Department of Environment and Society have worked very closely with faculty members in these other CNR departments over the past two years throughout the processes of strategic planning and college reorganization. We are continuing to discuss linkages between our departmental graduate curricula in order to further investigate opportunities for interdisciplinary collaboration.

Benefits - While the CNR already has a national reputation for its training of natural resource managers and scientists, the HDESM degrees will help enhance this reputation by providing graduate degree opportunities in expertise areas that are relatively rare nationally, but that are increasing in importance. The HDESM degrees will help USU continue to draw regional, national, and international graduate students, and will provide opportunities for increasing collaboration between other departments on campus that also conduct research on natural resource and environmental problems from the perspective of the social sciences, humanities, management, and education. Such collaboration has been very productive between the natural resource and biophysical sciences (e.g., through the Ecology Center), and, while we have some similar collaborative efforts with various departments in the social sciences (e.g., through the Natural Resource and Environmental Policy Program and the Natural Resource and Environmental Education Program), these collaborations can be enhanced through the HDESM graduate programs. Finally, offering these degrees will help USU capitalize on the specialty areas of Department of

Environment and Society faculty members, especially several faculty members hired in recent years.

Consistency with Institutional Mission - The HDESM degree programs relate very well to the University's institutional mission and role statement, which reads, in part, "USU provides nationally and internationally acclaimed programs of basic and applied research. USU engages in research to further the quest for knowledge, and to help society meet its scientific, technological, environmental, economic, and social challenges." It also states, "Outreach to Utah citizens through extension and service programs is central to the University's mission. The University's outreach programs provide to individuals, communities, institutions, and industries throughout the state, services that help improve technology, the environment, and quality of life." And in the last two years, the USU administration has identified several new university goals, including increasing the role of graduate education, and positioning USU as the "Environmental University." The HDESM degrees would directly advance all of these institutional missions.

The HDESM degree programs are also an integral part of the vision and mission for the reorganized CNR. The vision statement reads: "The CNR will be a leader in discovery, innovation and lifelong learning to promote healthy, diverse, and enduring ecosystems upon which human communities depend." And the mission says the CNR: " (1) Promotes scholarship and creativity in discovery, synthesis and transfer of knowledge for the mutual sustainability of ecosystems and human communities in Utah, our country, and the world; (2) encourages critical thinking and collaborative problem-solving through debate and constructive criticism while ensuring open exchange and respect for the values and opinions of others; (3) engages a high-quality, diverse and creative faculty, staff and student community, who collectively integrate the biological, physical and social sciences, and who constantly expand their knowledge and skills; and (4) educates natural resource and environmental professionals and others interested in enduring and healthy ecosystems and their value for future generations." Every component of this mission requires an understanding of the reciprocal relationship between humans and the natural environment.

Finally, without the HDESM degrees, several of the faculty in the new Department of Environment and Society will not have a graduate degree program to offer their students, which will substantially hurt the CNR reorganization effort and the USU goals to enhance graduate education.

SECTION IV
Program and Student Assessment

Program Assessment - The goals for the program and assessment processes are described in the table below.

Program Goals	Assessment Processes

Provide high-quality classroom instruction for graduate students	Student course evaluations will be conducted for every class, with results reviewed by the department head in consultation with the instructor. Peer observation and review of courses will be conducted by faculty members on an as-needed basis as determined by the department head. Two peer reviews and a department head observation will be required for each untenured professor annually.
Provide high-quality research opportunities for graduate students	Graduate students should receive stipends and operating budgets to support their involvement in research projects. Graduate students should publish research results in appropriate outlets. Tracking research funding and publication success will be part of a comprehensive departmental self-monitoring process.
Promote teaching opportunities for graduate students who desire careers that include teaching	The Department of Environment and Society will strive to provide opportunities for graduate students to serve as teaching assistants. This will also be tracked as part of the departmental self-monitoring process.
Promote timely progress of students through their graduate program	Faculty supervisory committees will monitor student progress and mentor as appropriate.
Assist in helping place program alumni in influential positions of teaching, research, and service	Formal tracking of alumni careers will be initiated and overseen by Department of Environment and Society faculty members. A scoring system for ranking employment success will be devised. This will also be a measure of the quality of the alumni that are produced.

Expected Standards of Performance - Upon successfully completing the M.S. program, our alumni will have:

- earned a minimum GPA of 3.0 in 30 (M.S.) credit hours of graduate course work beyond their Bachelor's degree;
- produced and defended an original research thesis (Plan A) or a professional paper or project (Plan B); and,
- acquired key skills and aptitudes in research, teaching, and/or service that pertain to HDESM professions.

Upon successfully completing the Ph.D. program, our alumni will have:

- earned a minimum GPA of 3.0 in 60 credit hours of graduate course work beyond their Master's

degree;
- passed a comprehensive examination and oral defense based upon required and selected course work and structured around integrated ecosystem science and management theory, research approaches, and analytical techniques as well as an applied natural resource or environmental problem area;
- produced and defended an original research dissertation; and,
- acquired key skills and aptitudes in research, teaching, and service that pertain to leadership in HDESM professions.

Student Assessment - Assessment of graduate student performance in the classroom is the responsibility of faculty instructors. Practice for students to give public seminars will be instituted so that each graduate student gives one seminar per academic year to the Department of Environment and Society faculty members and their student peers. Additional assessment will be as follows:

For M.S. candidates, assessment will occur in either the thesis defense (Plan A) or review of a professional paper or project (Plan B). The thesis defense is typically an oral defense that occurs after detailed review and acceptance of the thesis draft. The thesis defense is conducted by the student's supervisory committee. The review and acceptance of a professional paper or project is typically also conducted by the student's supervisory committee, but with an option of holding an oral defense.

For Ph.D. students, assessment will occur in the form of written and oral comprehensive exams that will determine their candidacy to stand for the doctoral degree. The last phase of the process is the dissertation defense conducted by the student's supervisory committee. The dissertation defense is typically an oral defense that occurs after detailed review and acceptance of the dissertation draft.

Continued Quality Improvement - A faculty committee designated by the department head will meet annually to review and possibly recommend modifications to the self-assessment process. Such recommendations would be forwarded to the entire Department of Environment and Society faculty and subject to approval by voting. All assessment documentation will be made available for formal external review as requested.

SECTION V
Finance

Budget

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	140,000	145,600	151,424	157,481	163,780
Benefits	0	0	0	0	0

Current Expenses	8,400	8,736	9,085	9,448	9,826
Library	100	100	100	100	100
Equipment	500	300	300	300	300
Travel	1,000	1,000	1,000	1,000	1,000
TOTAL	150,000	155,736	161,909	168,296	175,006

Funding Sources - The program will be funded through reallocation of E&G funds associated with the reorganization of the CNR on July 1, 2002. Faculty and staff salaries, and operating funds were simply moved from the old departments to the new departments. We estimate that approximately 20% of the Department of Environment and Society's 10.3 FTE teaching faculty will be devoted to offering the HDESM degree programs. No other programs in the department will be affected as no new courses are being offered as a part of the HDESM degrees.

The most recent analysis of financial support for graduate students in the Department of Forest Resources, the largest contributor of faculty to the new Department of Environment and Society, revealed that 77% of the students were funded mostly (and in most cases, solely) from outside grants and contracts obtained by faculty. About 6% of the students were on partial scholarships and less than 3% on full fellowships. Only 2% were unfunded. Nearly a third were on partial teaching assistantships, which averaged about $1050 for the academic year. In conclusion, most of our students were funded from grants and contracts with modest supplements from teaching stipends, and we anticipate that this will be the case for students enrolled in the HDESM degrees in the Department of Environment and Society.

Reallocation - Funds for delivery of the HDESM degree programs are being reallocated from degree programs in which the Department of Environment and Society faculty members previously participated .

Impact on Existing Budgets - All budgets in the CNR have been realigned to accommodate the reorganization of the college from the four existing departments to three new departments (including Environment and Society), effective July 1, 2002. If anything, there will be a slight savings in operational costs as a result of reducing the number of departments in the CNR by one.

APPENDIX A
Program Curriculum

Courses in the Department of Environment and Society and in the College of Natural Resources that are available to support the HDESM graduate degrees.

Course Number	Title	Credit Hours
EnvS 5150	Conflict Management in Natural Resources	2
EnvS 5300	Natural Resources Law & Policy	2
EnvS 5320	Water Law & Policy in the United States	3
EnvS 5110	Environmental Education	3
EnvS 5450	Rangeland Economics & Management	5
EnvS 6100	Methods of Environmental & Ecological Mapping	3
EnvS 6110	Fisheries & Wildlife Policy & Administration	3
EnvS 6130	Policy Aspects of Wildland Recreation	3
EnvS 6240	Graduate Internship/Co-op	1-9
EnvS 6350/7350	Wildlife Damage Management Policy	3
EnvS 6400	Ecological Aspects of Wildland Recreation	3
EnvS 6420	Advanced Forest Management	2
EnvS 6500	Behavioral Aspects of Wildland Recreation	3
EnvS 6530	Natural Resources Administration	2
EnvS 6540	Land Use & Resource Assessment	3
EnvS 6550	Environment, Resources & Development Policy	3
EnvS 6600	Advanced Natural Resource Interpretation	3
EnvS 6750	Advanced Recreation Planning & Management	3
EnvS 6800/7800	Environment & Society Departmental Seminar	1
EnvS 6820	Natural Resources Research Integrity	2
EnvS 6840/ 7840	Graduate Orientation Seminar for Department of Environment and Society	1
EnvS 6900	Graduate Special Topics	1-6

EnvS 6910/7910	Directed Studies (multiple listings; variable credit)	1-6
EnvS 6970	Thesis Research	1-12
EnvS 7970	Dissertation Research	1-12
GEOG 6650	Developing Societies	3
GEOG 6200	Advanced Regional Geography	3
NR 6200	Managing the NEPA Process	2
NR 6210	Clear Writing for NEPA Specialists	2
NR 6220	Reviewing NEPA Documents	2
NR 6230	Risk Communication, NEPA Strategies & Implementation	2
NR 6260	Cultural & Natural Resource Management	1
NR 6270	Environmental Compliance Overview	1
NR 6280	Interdisciplinary Team Building	1
NR 6290	Public Speaking for NEPA Specialists	1
NR 6300	Understanding/Preparing Statements of Work	1
NR 6310	NEPA Writing for Technical Specialists	1
NR 6370	NEPA Capstone Experience	1
NR 6420	Stegner Center Symposium	1
NR 6430	NR & Environmental Policy Cornerstone Seminar	3
NR 6440	NR & Environmental Policy Seminar	1
NR 6450	NR & Environmental Policy Presentations	1

APPENDIX B
Program Schedule

Based on the program description, the M.S. requires a minimum of 30 graduate credits, and the Ph.D. requires 60 graduate credits. The Master's students will take three required courses, five or six selected or optional courses, department seminar every semester in residence, and three (Plan B) or six (Plan A) thesis credits. The Ph.D. program has four required courses, the required department seminar each semester in residence, seven to twelve selected courses, and 12 to 15 dissertation research credits. The table below assumes a two-year Master's program and a three-year Ph.D. program, but due to the flexibility of the HDESM degrees and differences in research and teaching activities of graduate students, there will be variability in the schedule and the timing of selected courses and thesis/dissertation credits.

General Program of Study for the M.S. and Ph.D. Programs in Human Dimensions of Ecosystem Science and Management[1] (illustrated for a Fall 2003 start date)

Semester	M.S.	Ph.D.
Fall 2003	Theoretical Foundations (3) Introductory Seminar (1) Department Seminar (1) Selected courses (3-9)	Theoretical Foundations (3) Introductory Seminar (1) Department Seminar (1) Selected courses (3-9)
Spring 2004	Research Approaches (3) Department Seminar (1) Selected courses (6-9)	Research Approaches (3) Department Seminar (1) Selected courses (6-9)
Fall 2004	Department Seminar (1) Selected courses (3-6) Thesis (3 for Plan A)	Research Techniques (3) Department Seminar (1) Selected courses (6-9)
Spring 2005	Department Seminar (1) Thesis (3)	Selected courses (6-9) Department Seminar (1) Dissertation (3)
Fall 2005		Department Seminar (1) Dissertation (3-9)
Spring 2006		Department Seminar (1) Dissertation (3-9)

[1]Numbers in parentheses are the estimated number of credits for each class or category of class.

APPENDIX C
Faculty

Department of Environment and Society
Faculty, Professional Staff, and Federal Cooperators

Name	Title	Expertise Area
Full-Time Faculty Members:		
Ted Alsop	Associate Professor	physical geography, university pedagogy, photogrammetry
Dale Blahna*	Associate Professor	natural resource/community social science, outdoor recreation, policy
Mark Brunson*	Associate Professor	environmental knowledge, attitudes and behavior, outdoor recreation
Steve Burr*	Associate Professor	outdoor recreation, nature-based tourism
Layne Coppock*	Associate Professor	range ecology and management, international development, systems analysis
Cliff Craig	Professor	human geography, geographic education, rural/urban planning and development, geography of Utah
Joanna Endter-Wada*	Associate Professor	natural resource and environmental policy, interdisciplinary social sciences, water management and planning
Leona Hawks	Professor and Extension Specialist	green consumerism, resource conservation and efficiency, human impacts on the environment
James Kennedy*	Professor	organizational behavior, forest economics
Nicole McCoy*	Assistant Professor	natural resource economics and policy
Robert Lilieholm*	Associate Professor	natural resource economics and management, international protected areas
Charles Romesburg	Professor	environmental decision-making, natural resource research methods and survey sampling, bioethics
Terry Sharik	Department Head and Professor	natural resource and environmental management, teaching and learning pedagogy

Name	Title	Expertise Area
Robert Schmidt*	Associate Professor and Extension Specialist	wildlife policy and human dimensions, wildlife damage management
Derrick Thom*	Professor	human geography, international rural development, land use planning, Africa
Richard Toth*	Professor	bioregional planning and water resources management
***Other USU Faculty Members, Professional Staff and Federal Cooperators*:**		
Jan Anderson	Adjunct Assistant Professor and Librarian	natural resource sociology, outdoor recreation and interpretation, USU Libraries
Paul Box* [1]	Adjunct Assistant Professor	human geography, remote sensing, geographic information systems
Michael Butkus	Lecturer and Program Administrator	outdoor recreation
Steve Daniels [2]	Professor	natural resource policy and sociology
Carla Heister	Adjunct Lecturer and Associate Librarian	natural resources information literacy
Richard Krannich [2]	Professor	natural resource sociology and policy
Judy Kurtzman	Lecturer and Project Leader	natural resource and environmental policy
Barbara Middleton	Lecturer and NREE Program Assistant	environmental education and interpretation

***** Faculty who anticipate advising HDESM graduate students

[1] Primary appointment is in the Department of Aquatic, Watershed, and Earth Resources
[2] Primary appointment is in the Department of Sociology, Social Work, and Anthropology

APPENDIX D
Literature Cited to Support Program

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ACADEMIC, APPLIED TECHNOLOGY, AND STUDENT SUCCESS COMMITTEE

Action Item

Request to Offer a
Natural Resources and Environmental Education (NREE)
Interdisciplinary Graduate Certificate Program

Utah State University

Prepared for
Cecelia H. Foxley
by
Don A. Carpenter

September 3, 2003

SECTION I
The Request

Utah State University officials request approval to offer a Natural Resources and Environmental Education (NREE) Interdisciplinary Graduate Certificate, effective Fall Semester 2003. With the successful reorganization of the College of Natural Resources and the creation of the new Department of Environment and Society, in which the NREE Program will be housed, USU believes the timing is right for the implementation of a NREE graduate certificate that will offer several benefits while not requiring any additional faculty, new courses, or financial resources.

SECTION II
Program Description

Description of Program - The Natural Resources and Environmental Education (NREE) Program has developed an Interdisciplinary Graduate Certificate Program to provide graduate students with a comprehensive educational foundation for understanding and communicating natural resources and environmental information and for developing the analytical skills needed to effectively implement appropriate environmental education and communication techniques for varying audiences. The NREE program attempts to bring together study in both natural resources and the environment through an experiential education approach, and when the term "environmental education" is used, it is meant in a broader context to include an emphasis on both natural resources and environmental education. The term also includes interpretation as an educational activity that aims to reveal meanings and relationships through the use of original objects, firsthand experience, and illustrative media (Freeman Tilden in *Interpreting Our Heritage*, 1977). The NREE Interdisciplinary Graduate Certificate Program will be offered through the new Department of Environment and Society and consists of three components: the NREE Core that includes two foundation courses, a NREE graduate seminar, and an "integrating" capstone experience; one Human Dimensions of Natural Resources/Environment course; and one Natural Resources/Environmental Management course—for a total of 15-17 credits (see Appendix A for a more detailed description of the Program Curriculum and its components).

Purpose of Certificate - The purpose of the certificate is to meet an identified need expressed by graduate students with interests in working professionally in the field of natural resources and environmental education and interpretation. The certificate program will provide an interdisciplinary perspective of environmental education, and provide graduate students with the ability to teach people how to think critically and creatively in understanding, interpreting, and dealing with environmental issues and challenges. This interdisciplinary approach will enable students to focus on a broad spectrum of issues and content related to natural resources and the environment.

The structure of the certificate program emphasizes: processes and skills necessary to present and integrate information across a broad spectrum of delivery systems; interdisciplinary information and technical content across many areas including natural resources, ecology, human

resources, history, education, sociology, etc.; and development of an interest area of personal/professional inquiry. The certificate program will be a mechanism to support graduate student project development and research, emphasizing scholarship, discovery, and application of findings in applied settings in order to contribute to the professional field of natural resources and environmental education and interpretation.

Completion of the certificate program will provide graduate students with a working knowledge of the depth and breadth of the professional field of environmental education and interpretation. The certificate program will prepare graduate students for a job market demanding innovative and creative approaches for incorporating environmental education and interpretation in natural resource management agencies, in both formal (K-12 school-based) and non-formal (youth, community, and outdoor) education programs, in non-profit organizations, and in the for-profit commercial sector.

This certificate program will be useful to public information specialists, science teachers, outdoor trip leaders, nature writers, environmental journalists, communications specialists in natural resource and land management agencies, environmental consultants, and museum and visitor center interpretive specialists. Although such professionals may work in a wide range of settings, they do share one objective—to help people appreciate and understand the natural world around them. Thus, the value of the NREE certificate program goes far beyond more traditional approaches associated with education-oriented certificate programs.

Admission Requirements - To apply for admittance into the NREE Interdisciplinary Graduate Certificate Program, a graduate student must 1) be accepted by the School of Graduate Studies at USU for graduate study (current or provisional), 2) complete a NREE Interdisciplinary Graduate Certificate Program Application, and 3) submit a resume with references, along with a narrative describing personal interest in completing the NREE Certificate Program with respect to his/her professional goals. The NREE Program Director will then review the application and make a recommendation for admittance into the certificate program, if appropriate, to the NREE Certificate Advisory Committee.

Student Advisement -The NREE Graduate Interdisciplinary Certificate Program will be administered by the Department of Environment and Society within the College of Natural Resources. A NREE Certificate Advisory Committee comprised of the NREE Program Director, NREE Program Associate, and two NREE-affiliated faculty from participating departments and colleges will assist in reviewing graduate student applications for admission into the certificate program, identifying major advisors, identifying funding opportunities, recommending courses to meet the NREE Certificate requirements, and advising graduate students. Additionally, other faculty and professional staff from across campus with interests in natural resources and environmental education will be invited to affiliate with the NREE certificate program. See Appendix B for a listing of potential NREE affiliated faculty and professional staff.

Graduate students accepted into the NREE Certificate Program will work with their major faculty advisor as well as the NREE Certificate Advisory Committee to support them in understanding and meeting the requirement s of the NREE Graduate Certificate Program.

Dr. Steven W. Burr, Associate Professor in the Department of Environment and Society, will administer and manage the NREE certificate program as Program Director, working closely with Ms. Barbara Middleton, as NREE Program Associate and Instructor in the Department of Environment and Society.

External Review and Accreditation - Utah State University will have primary responsibility for overseeing and administering the program through the Department of Environment and Society in the College of Natural Resources.

The NREE Interdisciplinary Graduate Certificate Program is not requesting separate accreditation. We plan to examine the possibility of establishing a NREE Advisory Board consisting of representatives from a variety of organizations and agencies, including: USU's NREE Program; USU's College of Natural Resources; USU's College of Education; USU Extension; the Utah State Office of Education; a non-profit environmental education organization (e.g. Teton Science School, Canyonlands Field Institute); an interpretive site (e.g. Stokes Nature Center, Ogden Nature Center); a for-profit commercial company (e.g. eco-tourism operator); a natural resources management agency (e.g. National Park Service, State Division of Parks and Recreation, State Division of Wildlife Resources); a district curriculum director, and a classroom teacher involved in environmental education. Other representatives may be added to a NREE Advisory Board as additional needs for expertise are identified. An active and engaged NREE Advisory Board might oversee the certificate program, and offer advice on curriculum issues, program administration, awarding of certificates, and program evaluation. A diverse membership in a NREE Advisory Board could ensure strong and continuing connections with current practices and trends in the professional field of natural resources and environmental education.

Projected Enrollment - Student enrollment for the Natural Resources and Environmental Education Interdisciplinary Graduate Certificate Program is conservatively estimated to serve approximately five to ten graduate students per year for the first five years. Because of the interdisciplinary nature of the certificate program, students will consist of currently enrolled USU graduate students from the Department of Environment and Society and other departments and majors in the College of Natural Resources and in other colleges across campus.

Expansion of Existing Program - The Natural Resources and Environmental Education Program originated in the College of Natural Resources' Department of Rangeland Resources approximately four and a half years ago, supported with funding provided by the S.J. and Jessie E. Quinney Foundation. Over the ensuing years, the need became evident to somehow officially recognize graduate students studying environmental education and interpretation, either through a separate master's degree, a defined major area of emphasis, or a certificate program. Efforts among NREE affiliated faculty in Rangeland Resources and elsewhere were directed toward the task of formulating this recognition, but this was never fully realized. Now, with the successful reorganization of the College of Natural Resources and the creation of the new Department of Environment and Society, in which the NREE Program is administratively housed, the timing is right for the implementation of a NREE graduate certificate that will offer several benefits.

The Natural Resources and Environmental Education Interdisciplinary Graduate Certificate Program meets a need and common interest expressed by both graduate students and faculty to organize a master's degree, a major area of emphasis, or a certificate program to recognize student interest, scholarship, course fieldwork, project development, and research in environmental education. For the past twenty years Utah State University has offered courses in environmental education, course fieldwork experiences, and related Plan A Thesis and Plan B Project Master's work. Graduate students and faculty have written publications for the field and presented at conferences and symposia. During this time period, students have enrolled in graduate programs in a variety of departments based on where their major advisor was housed, yet focused their interests, project development, and research in the area of environmental education and interpretation.

Since 1995, close to twenty graduate students have identified themselves as Master's graduates of USU in environmental education, even though their official degrees have been in such majors as Fisheries and Wildlife, Forestry, Rangeland Resources, Recreation Resources Management, or Watershed Science (see Appendix C for a listing of these graduate students, along with their Plan A thesis or Plan B project titles, and current professional work). Besides enrolling in the Advanced Natural Resources Interpretation course and Environmental Education course, these graduate students have taken a broader array of courses offered in many different disciplines across campus. There has been no formal identification of their focus in environmental education on their transcript or degree. However, a close examination of their course work, personal interests, and professional goals would certainly indicate a strong emphasis in environmental education. Many of these graduates are now working professionally in natural resources and environmental education, interpretation, and communication fields in a wide variety of settings.

Although many existing courses would continue to be offered, a significant benefit of the certificate program would be the enhanced ability of NREE-affiliated faculty to assist graduate students in organizing their course choices and advise them in scholarly pursuits, thus focusing their personal curiosity and professional interests in environmental education. In contrast to an official degree program in NREE, the certificate would allow graduate students to major in an array of disciplines in different departments at USU while still gaining a specialization in NREE. Just as important, graduate student efforts in studying environmental education and interpretation would be officially recognized on student transcripts and degrees. Additionally, the certificate program would help students extend and focus their interests in environmental education while creating more marketable professionals for a diverse job force.

Faculty and Staff - The certificate program can operate with existing faculty and staff resources. However, when opportunities arise, participating departments will be encouraged to add faculty and/or staff who would strengthen the program. A base level of funding provided by the S.J. and Jessie E. Quinney Foundation is currently supporting the program, and includes support for a .66 FTE Program Associate and wage payroll student assistants working in the NREE Lab. Funding to continue the NREE Program in the future will be sought through the Quinney Foundation and the Institute for Outdoor Recreation and Tourism, because of the close ties of the latter with NREE within the Department of Environment and Society.

Library - Existing campus libraries—Merrill Library, S.J. and Jessie E. Quinney Natural Resources Research Library, Science Technology Library, Fife Folklore Archives Library, Anne Carroll Moore Library at Edith Bowen Lab School, and the Education Curriculum Library —are capable of providing the necessary library services to support the certificate program.

Learning Resources - Due to a potential need for a distance education approach for some students, especially for professionals working in the field but enrolled in a graduate degree program, campus support in delivery of technology and distance education will be highly desirable for program development. USU's FACT Center currently supports multimedia and distance learning, and can be a resource utilized for the NREE certificate program.

A wide variety of existing learning resources and teaching facilities, including field laboratories, are available to support the certificate program for a variety of activities, and include:

Field Laboratories/Facilities On-campus

USU Discovery Center
CNR's Natural Resources and Environmental Education Lab
Quinney Natural Resources Research Library
USU Water Research Lab
Native Garden at Edith Bowen School
Intermountain Herbarium
Nora Eccles Art Museum
USDA-Agricultural Research Service
Forage & Range Lab
Poisonous Plants Lab
Geography Alliance Computer Lab
Mammal Collection
USU Campus Arboretum
Anthropology Museum

Field Laboratories/Facilities Off-campus

CNR Field Station
T.W. Daniel Experimental Forest
Logan Canyon Scenic Byway Interpretive Trails and Waysides
Stokes Nature Center
Ogden Nature Center
Common Ground Program
American West Heritage Center
Downtown Logan Historical District Tour
Local Public Schools with open spaces, outdoor laboratories, and native gardens
(Greenville Elementary, Logan High School, Mountain Crest)
Merlin Olsen Park
Willow Park
Denzil Stewart Nature Park
USU Innovation Park

USU Cooperative Extension, Utah House Project, Davis County
USDA Forest Service Visitors and Interpretive Centers
(Logan Ranger District and others)
USDA-APHIS Wildlife Services Predation Ecology Project, Millville
National Park Service Visitor and Interpretive Centers
Bureau of Land Management Visitor and Interpretive Centers
U.S. Fish & Wildlife Service Visitor and Interpretive Centers
Natural Resource Conservation Service (NRCS)
State Division of Parks and Recreation Visitor and Interpretive Centers
State Division of Wildlife Resources' Hardware Ranch WMA
Cutler Marsh Access and Interpretation Area
Logan Canal System
University Farms: Richmond, Greenville, Caine Dairy Farm
George Eccles Ice Arena
Utah State University Botanical Center
Teton Science School
Canyonlands Field Institute

Institutional Readiness - The NREE Interdisciplinary Graduate Certificate Program fits well within the purpose of the Department of Environment and Society in teaching, research, and practice of ecosystem management, focusing on integrating human dimensions, the social and behavioral attributes of people in relation to their interactions with the natural environment. The NREE Program is also administratively associated with the Institute for Outdoor Recreation and Tourism, an institute housed in the Department of Environment and Society that conducts a program of research, teaching, and extension to help people better understand relationships between outdoor recreation and tourism, natural resources management, community economic vitality, and quality of life. This Certificate Program is can be offered without additional faculty, new courses, facilities, or financial resources.

SECTION III
Need

Program Necessity - Since the 1950s, environmental issues have become increasingly significant in the U.S. and around the world, along with a resulting need for people to develop a greater understanding and appreciation of the natural world around them. The Intermountain West region is experiencing significant population growth and economic development, and this growth and development is projected to continue. As a result of people's interactions with the natural environment, continuing pressures will be placed on our existing natural resources, open space, critical lands, and wildlife habitat. In the future, it will be even more important for citizens to be able to make informed choices and engage in environmentally responsible behaviors. Professionals with background and training in environmental education and interpretation can help instill such behaviors in both youth and adults. *The Complete Guide to Environmental Careers in the 21st Century* (The Environmental Careers Organization, Washington D.C.: Island Press, 1999), states:

> Essentially, environmental communicators and educators provide their audiences with the knowledge and skills to look at an environmental issue critically and make informed, balanced

decisions about the environment that result in taking responsible actions. This requires an interdisciplinary approach that makes connections between environmental issues and the associated social, economic, political, scientific, and technological concerns.

Environmental education (EE) programs concentrate on preparing future K-12 teachers, natural resources managers, environmental professionals, and others to conduct formal (in school) and non-formal (out-of or away from school) environmental education. Hence, students who have completed EE courses and programs should know how to instill environmental awareness, knowledge, skills, and attitudes in different audiences as well as how to encourage youth and adults to make informed choices and engage in environmentally responsible behaviors.

In 1990, Congress passed a revised Environmental Education Act designed to coordinate educational efforts at federal, state, and local levels, as well as to promote the exchange of information and publicize model programs to encourage their emulation around the country. Many states have adopted environmental education in their curriculum standards, both in classroom delivery and for pre-service and in-service teacher preparation.

Professionals with an educational background and training in environmental education and interpretation would be marketable for employment with federal land management agencies such as the National Park Service, USDA Forest Service, Bureau of Land Management, and Bureau of Reclamation; various state, county, and community agencies; non-governmental agencies; non-profit environmental education organizations; for-profit companies offering outdoor recreational and educational activities; and private consulting firms involved in natural resource and environmental conservation.

Currently the USU Department of Environment and Society offers graduate students two courses that address two common work environments where natural resources and environmental education and interpretation are employed, ENVS 5110—Environmental Education and ENVS 6600—Advanced Natural Resources Interpretation. Both of these foundational courses model sites and situations where environmental education and interpretation are integrated. However, both courses standing alone are not sufficient for students desiring a future in professional work in such areas as public educational affairs, fire education, and public involvement in federal and state natural resource management agencies, nor for those students interested in teaching or administrative work in environmental education in formal or non-formal educational settings.

The NREE certificate program would provide an interdisciplinary perspective of environmental education and interpretation, and provide graduate students with the ability to teach people how to think critically and creatively in interpreting and solving environmental problems. The certificate program would be a mechanism to support graduate student project development and research, and contributions to the professional field of environmental education and interpretation. Through the certificate program, graduate student efforts in studying in natural resources and environmental education, and interpretation, would be officially recognized on student transcripts and degrees.

Labor Market Demand - The current field of environmental education and interpretation is

broad and diverse, and there is a continuing need to integrate environmental education into all aspects of the curriculum. Yet, the current field possesses a much stronger depth in individual fields of study, as well as specific methodologies within research and teaching. To be truly effective in offering a field of study in environmental education and interpretation, there is a need to prepare students to work with people in order to think together about the difficult decisions to be made concerning natural resource and environmental stewardship, and to work together to address environmental challenges now and in the future.

Natural resource conservation professionals and education administrators express two strikingly similar needs for future professionals in both fields—communication and integration. First, professionals must be willing to work openly and constructively with their constituents, such as public land users and parents of school children. Support for on-the-ground natural resource management decisions and for introducing new classroom programs requires open communication with all involved. Introductions to new techniques and methods, the ability to critically ask and answer questions, examples of how successes and challenges are measured, and availability of staff and information to stakeholders groups are all critical. Second, both fields require new approaches to "multi-tasking" in light of dwindling budgets and combined forces. For natural resource professionals, it is no longer considered adequate to be adept in any one technical area. Experts must also learn how to communicate their science and management to a non-technical audience in an engaging, interesting, and understandable way. For teachers, this means combining several content areas, such as math, language arts, sciences, humanities, social studies, and health, and creating projects and experiences for students that integrate these content areas across the curriculum.

The NREE certificate program would be useful to graduate students with a desire to work professionally as public information specialists, science teachers, outdoor trip leaders, nature writers, environmental journalists, communications specialists in natural resource and land management agencies, environmental consultants, and museum and visitor center interpretive specialists, to name a few. Letters of support for the program have been received from past graduate students with a natural resources and environmental education orientation, as well as from the Teton Science School in Kelley, Wyoming.

Student Demand - Since 1995 close to twenty graduate students have identified themselves as Master's graduates of Utah State University in environmental education. Based on this past interest and evidence of continuing and future interest, graduate student enrollment in the NREE certificate program is projected to be approximately five to ten graduate students per year for the first five years, with students enrolled as USU graduate students from different departments and majors across campus.

On-campus students enrolled in graduate programs at USU will have the advantage of both their regular departmental degree advisor as well as a NREE-affiliated faculty to support them in understanding and meeting the NREE Interdisciplinary Graduate Certificate Program requirements. In most cases, the degree advisor will be a NREE-affiliated faculty member.

Off-campus professionals employed with various museums, arboretums, and educational and interpretive centers at public, non-profit, and private agencies and organizations express

interest in further education, yet are geographically bound by distance from the campus-based learning resources of USU. Short course trainings, institutes, workshops, web-based course work, and distance education offerings are in demand and have the potential to be developed to support the certificate program. Currently, the Utah Society for Environmental Education is the first national test site for accreditation of environmental education professionals. Several of the courses offered by USU, such as Environmental Education, Advanced Natural Resource Interpretation, and other short courses, can meet the expressed needs for further educational opportunities for these individuals. Additionally, teachers wishing to re-certify with the state could also use several of the certificate program courses for their re-certification for teaching.

Similar State or Regional Programs - Environmental education has its origins in a wide variety of fields. Literature programs on campus have often housed writers experienced in local landscapes who write critical essays reflecting their importance through spatial and temporal changes. Sociology courses have explored natural resources and social development, the environment, technology and social change, and how individuals and organizations respond to environmental hazards and risks based upon interaction with their local community. Education courses have used outdoor studies and experiences to create developmentally appropriate learning integrated across the core curriculum. Communications courses have been developed to focus on environmental communication and journalism, and media reporting of environmental issues. There are English courses in nature and environmental literature and writing. Organized outdoor recreation programs have immersed students in outdoor challenges, and socially responsible, environmental service projects have been developed for both youth and adults. These disciplines have spawned professional fields studying literature and the environment, economic and social analysis concerning environmental justice, outdoor learning laboratories for elementary and secondary schools, and experiential and project-based learning for youth. This diversity displays both breadth and depth for areas of study in environmental education and interpretation at the graduate level.

In planning for the NREE certificate program, 26 higher education programs were examined within the Intermountain West, including Utah, Nevada, Arizona, Idaho, New Mexico, Wyoming, Montana, and Colorado. Within each state, courses and/or programs were identified that were offered in three types of institutions: the land grant college/university, other public institutions of higher education, and private colleges.

In this examination, an approach to studying natural resources and environmental education is found in several different departments and colleges (education, natural resources, environmental sciences, literature, science); within major and minor areas (elementary and secondary education, science education, parks and recreation, integrative studies, environment and community, interpretation, environment and cultural contexts); and expressed in a variety of classes (investigations in natural sciences, introduction to environmental education, environment and nature writing, environmental perspectives, supervision and instruction in environmental education). For all of these programs examined, environmental education is a minor part of an overall degree. Research is seldom mentioned, and laboratory settings where students can design, practice, and evaluate programmatic opportunities appear to be few. None of the institutions examined offers a certificate program where students concentrate their course work and/or a personal inquiry in a focused area of environmental education and interpretation.

Collaboration With and Impact on Other USHE Institutions - The NREE graduate certificate program is unique within the Utah System of Higher Education. Consequently, no discussions about establishing formal collaborations have occurred with other USHE institutions regarding the intent to offer this certificate program. However, some coursework associated with the NREE certificate program could take place at other USHE institutions, contingent upon approval by a graduate student's faculty advisor and the NREE Certificate Advisory Committee, and there is certainly potential for developing future collaborations.

Benefits - USU's College of Natural Resources already has a national reputation for the education and training of natural resource managers and scientists. The NREE Interdisciplinary Graduate Certificate Program will enhance and strengthen graduate education within the college, but also will enhance other graduate degrees in different disciplines across campus. Because of the interdisciplinary nature of the certificate program, discussions have occurred with faculty in a number of departments and colleges across campus and support for the certificate program exists from the Department of Forestry, Range, and Wildlife Sciences and the Department of Aquatic, Watershed, and Earth Resources in the College of Natural Resources; College of Agriculture; College of Education; College of Business; College of Engineering; and College of Humanities, Arts, and Social Sciences. Within the College of Natural Resources, graduate students will have access to a concentrated program of study that will expose them to different aspects of environmental education and interpretation as they prepare for work in the natural resources field. This diversification and emphasis will make these students more marketable with specific knowledge, skills, and abilities currently desired and projected for the future in natural resource management agencies. Education majors preparing for teaching are challenged with interdisciplinary approaches to curricula and increased interest in environmental science. Their program of study will be enriched with opportunities for studying environmental education and interpretation through the certificate program. The NREE certificate program would reflect positively on the School of Graduate Studies at USU and augment other graduate degree programs in different departments and colleges across campus.

Consistency with Institutional Mission - USU is authorized by the State Board of Regents to provide designated programs in the areas of natural resources and environmental science and management. With the emphasis on facilitating graduate education in teaching, research, and outreach, the NREE certificate program supports USU's mission of furthering "the quest for knowledge, and to help society meet its scientific, technological, environmental, economic, and social challenges." Furthermore, the certificate program will be an integral part of the vision and mission of a reorganized College of Natural Resources, which has adopted the following vision statement: "The College of Natural Resources will be a leader in discovery, innovation, and lifelong learning to promote healthy, diverse, and enduring ecosystems upon which human communities depend." The mission of the College of Natural Resources is to: " 1) promote scholarship and creativity in discovery, synthesis and transfer of knowledge for the mutual sustainability of ecosystems and human communities in Utah, our country, and the world; 2) encourage critical thinking and collaborative problem-solving through debate and constructive criticism while ensuring open exchange and respect for the values and opinions of others; 3) engage a high-quality, diverse and creative faculty, staff and student community, who collectively integrate the biological, physical and social sciences, and who constantly expand their knowledge

and skills; and 4) educate natural resource and environmental professionals and others interested in enduring and healthy ecosystems and their value for future generations." Preparing graduate students with a background of education and training in environmental education and interpretation is related to every component of CNR's mission and vision.

SECTION IV
Program and Student Assessment

Program Assessment - The goals for the NREE Interdisciplinary Graduate Certificate Program and assessment processes are described in the following table:

Program Goals	**Assessment Processes**
Provide NREE Certificate graduate students with a comprehensive educational foundation for understanding and communicating natural resource and environmental information. Provide NREE certificate graduate students with the analytical skills needed to effectively implement appropriate environmental education and interpretation techniques with varying audiences.	Students will be required to complete course evaluations of course content, instructor effectiveness, textbooks, and course materials. The NREE Certificate Advisory Committee will review completed course evaluations. NREE Certificate Advisory Committee members will periodically visit and review various courses and provide written peer evaluations of course instructors. Accomplish these goals by providing NREE certificate graduate students with high-quality classroom instruction and opportunities for a variety of "hands-on" learning experiences emphasizing scholarship and discovery, and application of findings in applied settings in natural resources and environmental education.
Provide NREE Certificate graduate students with the opportunity for a "capstone experience" based on each student's interest through an internship/ coop/special field experience, an investigation of a special topic and/or development of a project, readings/study, or research project. A final "integrative" paper or thesis/dissertation will be the product for this "capstone" experience.	The graduate advisor, graduate committee, and NREE Certificate Advisory Committee will approve each graduate student's "capstone" experience proposal, emphasizing the inclusion of components in natural resources and environmental education, interpretation, and communication, and designed to meet the best standards of practice in these fields. The graduate student's graduate advisor and committee members will evaluate student performance and the final product (integrative paper, thesis, dissertation).

Program Goals	Assessment Processes
Provide opportunities for NREE Certificate graduate students to make contributions to the field of environmental education and interpretation by encouraging student presentations and poster presentations at appropriate conferences and symposia, and publications in appropriate outlets.	Tracking student presentations, posters, and publications will be part of a comprehensive self-monitoring process for the NREE certificate program.
Assist in helping place graduates of the NREE Certificate Program in influential positions of teaching, research, service, and professional jobs.	Formal tracking of alumni careers will be initiated and overseen by the NREE Program through the Department of Environment & Society. A scoring system for ranking employment success will be devised as a measure of the quality of the alumni that are produced. Alumni will be contacted periodically and asked to assess the value and benefits of their NREE certificate program experience with respect to their current work situation.

Upon completion of the NREE Interdisciplinary Graduate Certificate Program, each graduate student will be asked to complete a summative evaluation of his/her experience. The NREE Certificate Advisory Committee will review these evaluations and monitor results. Additionally, the NREE Interdisciplinary Graduate Certificate Advisory Board members will also be asked to assess the quality and success of the NREE certificate program by evaluating curriculum and program administration.

Expected Standards of Performance - To successfully complete the NREE Interdisciplinary Graduate Certificate Program and receive the certificate, students will meet all requirements as described in the three components of the program (see Appendix A), while maintaining a 3.0 GPA. In addition, all students accepted into the certificate program will be required to abide by the Code of Policies and Procedures for Students at Utah State University.

Student Assessment - Assessment of graduate student performance in the classroom is the responsibility of faculty instructors. All courses offered in the NREE Interdisciplinary Graduate Certificate Program are taken for letter grades. Class attendance and participation is required along with the completion of all assignments. Student assessment of the NREE certificate program "capstone" experience is the responsibility of the student's graduate advisor and committee members, and NREE Certificate Advisory Committee.

Continued Quality Improvement - Assessment of the NREE Interdisciplinary Graduate Certificate Program will be formative in nature. Course evaluations, student evaluations and comments, NREE affiliated faculty observations, and NREE Advisory Board remarks will all be used in an evaluative process to improve the quality of the NREE certificate program. A final, summative evaluative component will be developed and administered to graduate student participants successfully completing the certificate program. These summative evaluations will again be used in an evaluative process to improve the quality of the NREE certificate program.

SECTION V
Finance

Annual Administration Budget (Years 1-5)[1]

Salaries and Benefits
Salaries and associated benefits (calculated at a rate of 39%) are for time allocated to the NREE Program for:

NREE Program Director (.10 FTE)	6,600
Associated Benefits	2,574
NREE Program Associate (.66 FTE)	28,074
Associated Benefits	10,949
Wages	
NREE Student Lab Assistants (25 hours/week at $9/hour for 30 weeks)	6,750
Operating Expenses	4,353
Expenses include telephone, fax, postage, printing, copying, office supplies, other materials and equipment, travel, and other miscellaneous expenses.	
Total Expenses	**$59,300**

[1]Budget estimates above are for any one given fiscal year during the five-year time period.

Funding Sources - The NREE Program and NREE Interdisciplinary Graduate Certificate Program are contingent upon continued funding through the S.J. and Jessie E. Quinney Foundation and the Institute for Outdoor Recreation and Tourism. Throughout the budgetary time period, grant requests, to such agencies as the National Science Foundation, the Environmental Protection Agency, and others, will be made to support the development and implementation of NREE programs. No additional funds are requested at this time.

Impact on Existing Budget - The NREE Interdisciplinary Graduate Certificate Program has been developed in such a way that expenses for courses will not be incurred, as courses are already being taught and funded through a variety of departments. Likewise, no additional impacts are foreseen for additional work by NREE-affiliated faculty. Therefore, the NREE certificate program is not expected to negatively impact the NREE Program budget. As the NREE certificate program grows, needed external funding will be secured to allow the NREE Program to expand with it.

APPENDIX A

Natural Resources & Environmental Education (NREE)
Interdisciplinary Graduate Certificate Program Curriculum

The NREE Interdisciplinary Graduate Certificate Program will be offered through the Department of Environment and Society and consists of three curriculum components—the NREE Core, one Human Dimensions of Natural Resources/Environment course, and one Natural Resources/Environmental Management course—for a total of 15-17 credits. Many of the identified courses in the latter two categories will also satisfy the requirements for a specific degree program in different departments. Therefore, students can select courses in these two categories to complete their specific degree requirements while at the same time satisfying the requirements of the NREE Certificate Program.

I. Natural Resources and Environmental Education Core Courses (10 credits)
For the NREE Interdisciplinary Graduate Certificate Program, students will be required to take the two following foundation courses, a NREE seminar, and an "integrating" capstone experience for a total of 10 credits to fulfill the requirements of the NREE Graduate Certificate Program Core.

NREE Graduate Core:		**Credits**
Foundation Courses		
EnvS 5110	Environmental Education (Spring)	(3)
EnvS 6600	Advanced Natural Resource Interpretation (Fall)	(3)

The Environmental Education course and Advanced Natural Resource Interpretation course will serve as Foundation Courses. Environmental Education covers teaching about the environment, and using the environment and natural world to teach other subjects, with a strong emphasis on participation and on practicing techniques. Advanced Natural Resource Interpretation examines the planning processes, techniques, and evaluation procedures for using information and education to influence human behavior and increase benefits to visitors in natural settings, and also focuses on the leadership of teams involved in producing interpretive plans and materials.

Graduate Seminar		
EnvS 6800	Natural Resources & Environmental Education Seminar (F or Sp)	(1)

The Graduate Seminar will involve student attendance at a number of different speaker seminars occurring during the fall or spring semester that are related to NREE, along with occasional meetings with NREE affiliated faculty to discuss connections and relevance of the seminars to NREE.

Capstone Experience—Developed by graduate student and faculty advisor (F, Sp, Su) (3)

XXX 6XXX	Graduate Internship/Co-op
XXX 6XXX	Graduate Special Topics
XXX 6XXX	Graduate Directed Study
XXX 6XXX	Thesis Research
XXX 7XXX	Dissertation Research

The Capstone Experience requirement will be fulfilled in a number of ways based on each student's interest, through an internship/co-op/special field experience, an investigation of a special topic and/or development of a project, directed readings/study, or research project. In meeting this requirement, it will be important for students to be able to demonstrate they are getting an "integrating" capstone experience in natural resources and environmental education. Depending on the topic and its relationship to natural resources and environmental education, the completion of a student's Plan A thesis or Plan B project at the master's level may also fulfill this requirement. A student's doctoral dissertation research can also fulfill this requirement. The student's graduate advisor, graduate committee, and NREE Advisory Committee will approve the "capstone" experience. A final "integrative" paper or thesis/dissertation will be the product for the "capstone" experience, emphasizing scholarship and discovery, and application of findings in applied settings in natural resources and environmental education.

II. Human Dimensions of Natural Resources/Environment Course (2-3 credits)

For the NREE Interdisciplinary Graduate Certificate Program, students will be required to take <u>one</u> of the following courses, in order to gain a human dimensions orientation toward natural resources and the environment, and help place natural resources and environmental education in a broader context of human-environment relationships.

Econ	5560	Natural Resources and Environmental Economics (3)
EnvS	5300	Natural Resources Policy and Law (2)
EnvS	5320	Water Law and Policy and in the United States (3)
EnvS	6000	Human Dimensions of Natural Resources Seminar (3)
EnvS	6110	Fisheries and Wildlife Policy and Administration (3)
EnvS	6350	Wildlife Damage Management Policy (3)
FRWS	5150	Conflict Management in Natural Resources (2)
Phil	5510	Ethics and the Environment (3)
PolS	5180	Natural Resource Policy (3)
PolS	5200	Global Environment (3)
Soc	6620	Environment Technology and Social Change (3)
Soc	6630	Natural Resources and Social Development (3)

There may be another course that can satisfy this requirement, but the course will need to be approved by the student's graduate advisor and NREE Advisory Committee.

III. Natural Resources/Environmental Management Courses (3-4 credits)
For the NREE Interdisciplinary Graduate Certificate Program, students will be required to take one of the following courses in order to gain a management perspective toward natural resources and the environment.

ADVS 5030 Sustainable Agricultural Production Systems with Animals (3)

AWER 5600 Principles of Fisheries Management (3)
AWER 5640 Riparian Ecology and Management (3)

AWER 5150 Fluvial Geomorphology (3)
AWER 5330 Large Basin River Management (3)
AWER 5660 Restoration of Wildland Watersheds (3)
AWER 6530 Water Quality and Pollution (3)

EnvS 5000 Ecosystem Management (3)

FRWS 5000 Predator Ecology and Management (3)
FRWS 5070 Range Wildlife Relations (3)
FRWS 5300 Wildlife Damage Management Principles (3)
FRWS 5630 Range Vegetation Manipulation and Management (3)
FRWS 7000 Theories and Application of Rangeland Ecosystem Management (3)

PlSc 5550 Weed Biology and Control (4)

Soil 5350 Wildland Soils (3)

There may be other courses that can satisfy this requirement, but these courses will need to be approved by the student's graduate advisor and NREE Advisory Committee.

IV. Personal/Professional Inquiry
Although not formally required, a number of courses exist that can support students interests in natural resources and environmental education, and support student efforts in completing individual degree requirements.

ASTE 5/6260 Environmental Impacts of Agricultural Systems (3)
ASTE 6070 Program and Curriculum Development in Applied Technology Education (3)
ASTE 6110 Applied Technology Education Program Planning and Evaluation (3)
ASTE 6170 Supervision and Administration of International Extension Programs (3)
ASTE 6240 Strategies for Teaching Adults (3)

Biol 5550 Freshwater Invertebrates (3)
Biol 5560 Ornithology (3)
Biol 5570 Herpetology (3)
Biol 5580 Mammalogy (3)
Biol 6510 Insect-Plant Interactions (2)

Econ 5560 Natural Resource and Environmental Economics (3)

ElEd 6400 Multiple Talent Approach to Teaching (2)
ElEd 6700 Improvement of Science Instruction (3)

Engl/Hist 6610 Seminar on the American West (3-4)
Engl/Hist 6620 Seminar in Native American Studies (3-4)
Engl/Hist 6700 Folklore Theory and Method (3)
Engl/Hist 6720 Folklore Fieldwork (3)
Engl/Hist 6730 Public Folklore (3)
Engl/Hist 6740 Folk Narrative (3)
Engl/Hist 6760 Cultural and Historical Museums (3)

Geog 5810 Geography Education In-Service Workshop (3)
Geog 5970 Classroom Technology in Geography Education (3)
Geog 6650 Developing Societies (3)
Geog 6800 Teaching Geography (3)

Hist 6460 Seminar in Environmental History (4)

LAEP 6110 Landscape Planning for Wildlife (3)
LAEP 6300 Planning and Design for Low Water Use Landscapes (3)

MHR 6620 Training and Organizational Development (3)
MHR 6650 Team and Interpersonal Effectiveness (3)

PlSc 6100 Advanced Landscape Water Conservation (3)

PolS 5180 Natural Resource Policy (3)
PolS 5210 Global Environment (3)

Psy 6750 Cognition and Instruction (3)
Psy 7670 Proposal Development (1)
Psy 7700 Grant Writing (3)

ScEd 6150 Foundations of Curriculum (3)
ScEd 6310 Content Area Reading and Writing (3)

Spch 5250 Environmental Rhetoric (3)

Thea 6030 Storytelling (3)

APPENDIX B

Department of Environment and Society (ENVS)
College of Natural Resources
Utah State University

Associated Faculty and Professional Staff

Name	Title	Expertise Area
Dale Blahna	Associate Professor	Natural Resource Interpretation, Community Social Science, Outdoor Recreation, Policy
Mark Brunson	Associate Professor	Environmental Knowledge, Attitudes, and Behavior; Outdoor Recreation
Steve Burr	Associate Professor	Outdoor Education and Recreation, Nature Based-Tourism, Environmental Education and Interpretation
Michael Butkus	Instructor & Programs Administrator	Outdoor Recreation and Interpretation
Cliff Craig	Professor	Human Geography, Geographic Education
Leona Hawks	Professor and Extension Specialist	Sustainable Living and Green Consumerism
Barbara Middleton	NREE Program Associate, Instructor, and Specialist	Environmental Education and Interpretation
Robert Schmidt	Associate Professor	Wildlife Policy and Human Dimensions, Wildlife Damage Management
Terry Sharik	Department Head & Professor	Natural Resource and Environmental Organizational Management, Teaching and Learning Pedagogy, Forest Ecology
Richard Toth	Professor	Bioregional Planning and Water Resources Management

Other USU Faculty Members, Professional Staff, and Professionals Working in the Field of Natural Resources and Environmental Education

Name	Title/Department	Expertise Area
David Anderson	Adjunct Assistant Professor, Environment and Society	Project Director Utah Botanical Center
Jan Anderson	Adjunct Assistant Professor & Librarian, USU Libraries	Natural Resources Sociology, Outdoor Recreation, and Interpretation
Jim Barta	Associate Professor, Elementary Education	Multicultural Math, Math Education
Paul Box	Adjunct Assistant Professor, Aquatic, Watershed & Earth Resources	Human Geography, Remote Sensing, Geographic Information Systems
Chris Call	Associate Professor, Forest, Range, and Wildlife Sciences	Rangeland Resources
Christopher Cokinos	Assistant Professor, English Department	Environmental Writing
Chris Conte	Associate Professor, History Department	Environmental History
Melody Graulich	Professor, English Department	Western American Literature, Nature Writing
Sue Ellen Haupt	Associate Professor, Mechanical & Aerospace Engineering	Science and Math Education relating to Engineering
Deborah Hobbs	Associate Professor, Elementary Education	Language Arts, Professional Development
Mike Kuhns	Associate Professor and Extension Specialist, Forest, Range, Wildlife	Extension Forestry
Darren McAvoy	Extension Associate, Forest, Range, and Wildlife Sciences	Extension Forestry

Nancy Mesner	Assistant Professor & Extension Specialist, Aquatic, Watershed &	Water Quality and Watershed Science, Utah Stream Team and Project WET
Rebecca Monhardt	Assistant Professor, Elementary Education	Science Education
Sue Morgan	Lecturer, Geology	Geology, Natural Resources Education and Interpretation
Jack Payne	Professor in ENVS and Vice-President of University Extension	Extension and Conservation Program Administration; Agriculture and Natural Resource Policy
Jennifer Peeples	Assistant Professor, Speech, Languages and Philosophy Dept.	Environmental Communications
Kay Rhees	Principal, Edith Bowen Lab School	Environmental Education Partnerships
Jan Roush	Associate Professor, English Department, Interim Director of American Studies	Writing, Landscape, and Culture
Jack Shea	Director, Teton Science School	Environmental Education Graduate Education
Debra Spielmaker	Director, Utah Ag in the Classroom	Teacher Education
Gary Straquadine	Department Head & Professor, Agriculture Systems and Technology	Partnership Projects
Barre Toelken	Professor of English and History	Director, Folklore Program
Douglas Wachob	Research Director, Teton Science School	Wildlife, Co-coordinator of TSS's Professional Residency in Environmental Education (PREE) Program

APPENDIX C

Current and Past Graduate Students
With a Natural Resources and Environmental Education Orientation

Elizabeth A. Didier, M.S. Range Science (2002); thesis research titled *Adoption of Range Management Innovations by Utah Livestock Producers*. Currently working professionally for Arizona Extension in Peach Springs, Arizona.

Mark Everson, M.S. Forest Resources (2000); thesis research titled *A Long-Term Retrospective Study of Participants' Perceptions of the Influence of Teton Science School's Flagship Programs on Environmental Behaviors*. Currently working professionally on the staff of the Durango Nature Center in Durango, Colorado.

Andrea Fisher, M.S. Forest Resources (2002); thesis project titled *Creating a Weather Program to Meet Fourth Grade Science Standards*. Currently working professionally for the Bureau of Land Management's Grand Staircase-Escalante National Monument in Kanab, Utah.

John Geiger, M.S. Rangeland Resources (2000); thesis project titled *The Stream Team: A Student Centered Water Quality Monitoring Program*. Currently working professionally as Program Director for Canyonlands Field Institute in Moab, Utah.

Kristen Gilbert, M.S. Rangeland Resources (ongoing); thesis project titled *Wetland Wonders Field Experience Program: Bear River Migratory Bird Refuge*.

John Hayes, M.S. Forest Resources (2001); thesis research titled *An Evaluation of Teton Science School's Journeys Place-Based Education Program as Effective Environmental Education Teacher Training*. Currently working professionally as a faculty member of the Teton Science School in Kelly, Wyoming.

Kurt F. Johnson, M.S. Forest Resources (2000), thesis project titled *Development of an Internet-Based Resource for Students Preceding and Following a Residential Environmental Education Program at the Teton Science School*. Currently working professionally as a faculty member of the Teton Science School in Kelly, Wyoming.

Jennifer A. Levy, M.S. Forest Resources (1998); thesis research titled Relationship Between Teton Science School Programs and Teachers' Ability to Teach About the Environment. Currently working professionally on the staff of the Keystone Science School in Keystone, Colorado.

Sandra Long, M.S. Forest Resources (ongoing); thesis project titled *Cutler Marsh Wetland Interpretive Plan*.

Francie McCartey, M.S. Forest Resources (2000); thesis project titled *Unidos por Los Pajaros (United by the Birds): Migrant School Environmental Education with Ecuador and the United States*.

Audrey McElrone Eisenhower, M.S. Fisheries and Wildlife (2001); thesis project titled *Connections: A Master Plan for Wetlands Education in the Greater Great Salt Lake Ecosystem*. Currently working professionally as Director of Community Programs for the Stokes Nature Center in Logan, Utah.

Carolanne Militano, M.S. Forest Resources (1998); thesis project titled *Environmental Education for People with Disabilities*. Currently working professionally as Director of the Youth Garden Project in Moab, Utah.

Brian Nicholson, M.S. Watershed Science (2000); thesis research titled *Deconstructing "Avalon": Stakeholder Perceptions of Wetlands in Northern Utah*. Currently working professionally for the State Division of Wildlife Resources as Utah Volunteer Wetlands Project Director in Logan, Utah.

Robert Parrish, M.S. Rangeland Resources (2001); thesis project titled *A River Runs Through Us: The Bear River Watershed Education Project*.

Jessica Ruehrwein, M.S. Forest Resources (1997); thesis research titled *Public Attitudes and Perceptions Regarding June Suckers in Utah Lake*.

R. Joseph Ruehrwein, M.S. Recreation Resource Management (1998); thesis research titled *Exploring Knowledge, Attitudes and Reported Behaviors of Southern Utah Back-Country Recreationists*.

Andrea Sline, M.S. Forest Resources (ongoing); thesis project titled *Integration Through a Native Garden: Using the Environment as an Integrating Concept*.

APPENDIX D

Letters of Support for the NREE Interdisciplinary Graduate Certificate Program from Past Graduate Students With a Natural Resources and Environmental Education Orientation

September 20, 2002

Terry Sharik
Department Head
Environment and Society
College of Natural Resources
Utah State University

Dear Terry,

I am writing to express my support of the proposal for a Graduate Certificate in Environmental Education at Utah State University. Having graduated from USU in 2000, I wish this certificate program had been in place when I began my studies there.

While in graduate school I became very interested in environmental education (EE), and I sought out experiences that would enable me to learn more about this field. These experiences took place mainly outside of USU (although my graduate committee staff did offer helpful advice), for example I volunteered at the Stokes Nature Center and took a class at Teton Science School. When I graduated and began my job search I found Environmental Education to be a very competitive field, and I wished that I had formal education and qualifications in EE. I did eventually land an EE job, as the Director of Education at a nature center in Tennessee. When I found myself on the other end of the interview process, seeking qualified teaching candidates for our center, I found myself interviewing and hiring those candidates with formal EE training. These candidates were more qualified because they tended to have a broader background in the sciences, a comprehensive understanding of current EE trends, and most importantly most of them had hands-on field teaching experience!

This certificate can do more than add credentials to a resume, however. I believe it will help build partnerships between organizations in the community and the University. As the new Executive Director of the Allen & Alice Stokes Nature Center, I hope our organization will be one that benefits from that partnership. We can also benefit students by providing them with in-the-field teaching and perhaps research opportunities. I would look forward to a discussion about how are Center could be involved.

Again let me offer my support for the Graduate Certificate in Environmental Education at USU. If you need any more information from me, please do not hesitate to contact me at 755-3239. I look forward to hearing more about the progress of this program.

Sincerely,
Janna B. Custer

IN JACKSON HOLE  SINCE 1967

September 16, 2002
In regards to: The Natural Resources Environmental Education Certificate proposal.

To Whom It May Concern:

I am writing in support of the Natural Resources Environmental Education Certificate proposal. As a professional environmental educator and former USU graduate student, I was excited to hear about the proposal. I believe the certificate program will greatly improve environmental education (EE) efforts at USU and provide many benefits to interested students.

I believe the NREE certificate will formalize and build a stronger EE community. During my time at USU, students interested in EE were scattered amongst different departments. Though we had very similar interests, we often had very different and separate graduate experiences. The disjointed nature of EE at USU made the peer contact and collaboration essential to good graduate education difficult. Housing EE in the newly formed Environment and Society department goes along way toward strengthening this weakness. However, recognizing EE formally with a certificate will go even further. Much needed graduate level EE core courses and an EE graduate seminar are two exciting examples of how a certificate program will help establish an EE community and improve the student experience.

In a broader sense, EE will continue to become an increasingly important societal endeavor, and hence will require highly trained and educated professionals. EE is a demanding profession requiring competency in a variety of disciplines. Knowledge and skills ranging from non-profit business management, to instructional pedagogy, to mastery of natural history content and core scientific principles are important to be an effective environmental educator. Few universities have the ability to offer programs that develop such professionals. The NREE program has the potential to be such a program, and its approval will uniquely position USU to be an EE leader.

Once again, I would like to voice my support for the NREE Certificate program. If you have any questions or would like to speak personally do not hesitate to contact me.

Thank you,

John G. Hayes

John Hayes
Research Faculty
Teton Science School

PO Box 68, Kelly, WY 83011 • 307-733-4765 • Fax: 307-739-9388 • info@tetonscience.org • www.tetonscience.org

September 19, 2002

Dear Ms. Middleton,

I am writing to you to express my support for the proposed certificate in Natural Resources and Environmental Education (NREE). I received my MS degree during the summer of 2000 from the USU department of Forest Resources with an emphasis in Environmental Education (EE). During this time, the program was well run and I found it to be an excellent experience. My advisor and committee were extremely helpful and provided excellent guidance throughout. However, the program clearly lacked the structure of other programs within the College of Natural Resources and I believe that I would have benefited from more established course requirements and more EE graduate students to interact with.

An addition to this program that would have helped me tremendously would be the incorporation of an elementary or secondary teaching certificate. While pursuing my graduate degree, I also obtained a teaching certificate for high school Biology through the USU education department. This required an excessive amount of work for an outcome that wasn't very different from the MS degree I was pursuing. I believe that EE programs at other Universities offer this type of certificate, and that this could prove valuable in recruiting graduate students with a general interest in education.

The field of Environmental Education is certainly expanding, and efforts in the last few years to incorporate EE into state curriculums will require that there are more trained professionals available. After reading the proposal for the NREE program, I am convinced that this is a very worthwhile program that will benefit both the graduate students involved and the University.

Sincerely,

Kurt F. Johnson
Residential Faculty
Teton Science School
PO Box 68, Kelly, WY 83011
307.733.4765 ext. 310 (phone)
kjohnson@tetonscience.org

November 19, 2002

To Whom It May Concern:

My name is Andrea Sline and I am currently a graduate student in the College of Natural Resources. I am completing a master's degree officially in Recreation Resources Management but my true passion, and emphasis, is environmental education. I am planning on being a classroom teacher and am going to incorporate environmental education into my daily classroom curriculum. I am writing this letter in support of the environmental education certificate program. The certificate program is beneficial to students in so many ways. Environmental education is a field that continues to grow each year. A certificate program at Utah State University would increase the credibility of environmental education in the state of Utah. With a certificate program there would be a standard of education for students to complete showing that they are qualified to teach environmental education. Currently there is no official standard set for environmental educators in this state, and I feel that Utah State University is just the university to set the standard. The College of Natural Resources at Utah State University is well known throughout the country. Many students are looking for graduate programs in which they can specialize in environmental education, and have some sort of documentation showing that they have done so. I know it would have benefited me greatly to have an official certificate showing that I have emphasized in environmental education. When prospective employers see my graduate degree they have a hard time understanding how Recreation Resource Management relates to elementary education. I have to explain that most my course work, as well as my master's project was focused on the field of environmental education. Had I been able to include a certificate in my credentials, there would be a lot less explaining to do during the interview process. I came to Utah State University because of its reputation. The location is one that any environmental educator would dream about and the professors have a wealth of knowledge and experience in the field of environmental education to share with students. If there were a certificate program I am positive it would attract many students from across the country and set a great standard for the state of Utah in the field of environmental education.

Sincerely,

Andrea Sline

To Whom It May Concern:

In May of 2002 I graduated from Utah State University in Fisheries and Wildlife. Although I started college with an interest in wildlife biology, a summer job in interpretation piqued my interest in interpretation and environmental education. Had the program been available, I would have switched to a major or emphasis in that area.

I recently began a job in environmental education at the Vermont Institute of Natural Sciences. I was fortunate that enough jobs on my resume' were in the interpretive field so that the people reviewing my application knew that I was experienced, because the title of my degree did not convey any experience in teaching.

I was fortunate to receive training outside of college, but not all students have the luxury of taking seasonal jobs around the country to gain experience the way I did. In many cases, I can imagine that a certificate or formal emphasis crediting a person's study of environmental education could mean the difference of getting their dream job, because employers will compare them to other applicants who possess such credits. Therefore, please consider issuing such a certificate. It will surely make the environmental education students of Utah State University more competitive in this difficult field.

Sincerely,

Hilary Davis ELF
Program Assistant

APPENDIX E

Letter of Support for the NREE Interdisciplinary Graduate Certificate Program from the Teton Science School

IN JACKSON HOLE

SINCE 1967

September 23, 2002

Steve Burr
Department of Environment & Society
5220 Old Main Hill
Logan, UT 84322-5220

Dear Dr. Burr,

Thank you for copying Teton Science School on the draft proposal of the Natural Resources and Environmental Education Certificate Program. I find this to be an exciting and worthwhile proposal. This proposed certificate could be a very useful program of study for many students, especially for students completing the Professional Residency in Environmental Education at Teton Science School. The courses outlined in the proposal should give students flexibility to complete a well-rounded graduate certificate. I feel this program could give USU a competitive edge in recruiting high quality graduate students, especially graduates of our program. I would be very interested in assisting with this program in the future if appropriate.

I highly recommend that USU adopt this program of study. I am very willing to discuss this proposal further with any interested faculty or administrators to explain how this program could help graduate students in the field of environmental education.

Sincerely,

Doug Wachob

Doug Wachob, Ph.D.
Director of Science & Research

PO Box 68, Kelly, WY 83011 • 307-733-4765 • Fax: 307-739-9388 • info@tetonscience.org • www.tetonscience.org

MEMORANDUM

September 3, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

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

The following requests have been submitted by the designated institutions for consideration by the Regents on the Consent Calendar of the Academic, Applied Technology, and Student Success Committee.

1. Utah State University

A. Establish the Western Center for Monitoring and Assessment of Freshwater Ecosystems

Request. Officials from Utah State University request to establish the Western Center for Monitoring and Assessing Freshwater Ecosystems. The proposed Center will expand and replace the current Bureau of Land Management (BLM) National Aquatic Monitoring Center. The primary mission of the proposed Center is to facilitate the development and implementation of scientifically defensible methods for monitoring and assessing the condition of aquatic resources in the western United States. In addition, it would provide better coordination among existing federal agencies and has been planned in concert with them.

The primary activities of the proposed Center would include: hosting advisory board meetings to set goals, developing and evaluating assessment tools to address gaps that hinder bioassessment, providing technical assistance to users, processing invertebrate samples, coordinating data quality standards applied to field and laboratory sampling procedures, training undergraduate and graduate students interested in aquatic ecology and watershed science, and developing a web-accessible, region-wide database.

Need. All federal, state, and tribal water management agencies are required to assess and monitor the biological condition of aquatic ecosystems to address various requirements of the Clean Water Act and other federal and state legislation. However, at this time the state's ability to adequately monitor and assess ecological conditions of western waters is constrained by poor coordination among agencies, lack of demonstrably effective analytical tools, and the inability to meet existing demand for technical information and services. The activities of the proposed Center would reduce these constraints and allow for compliance with the Clean Water Act.

Institutional Impact. The proposed Center will be administered through the Department of Aquatic, Watershed, and Earth Resources (AWER) in the College of Natural Resources. The proposed new Center will provide the same services as the National Aquatic Monitoring Center, which it will replace, with additional responsibilities related to shaping a national program of water quality assessment with the U.S.

Environmental Protection Agency (EPA). One faculty member from the AWER Department will serve as interim director and receive three months of summer salary. A full-time director is expected to be hired within five years.

Finances. The current Center is supported by service contracts with the BLM and the U.S. Forest Service. These contracts and service agreements provide almost $454,000 in direct costs. Additional support will be sought from other federally earmarked funds, private foundations, and non-governmental agencies over a five year period. Currently, the Center staff have sent proposals totaling $350,000 to the Quinney Foundation and the federal government. The U.S. EPA gave the Center $90,000 to assist in the Center's expansion. The annual Center budget is $522,100.

2. Utah Valley State College (UVSC)

A. Establish an Entrepreneurship Institute in the School of Business

Request. Request to create the Entrepreneurship Institute. The Institute will enhance the Management Degree Emphasis in Small Business by providing students with internships, small business consulting, and opportunities to create a business proposal which may be funded.

The overall goal of the Institute is to provide an enhanced education in entrepreneurship for UVSC students through collaborative experiences within a network of instructors, mentors, service providers, and business owners. Student experiences will include courses, such as "Business Formation," which will be partnered with the Student Business Incubator, and support for a newly formed student organization that may join a national organization, Students in Free Enterprise. The students will be placed in one of five venture teams. Each student will be given $1,200 from the Entrepreneurship Institute Partnership to start a new entrepreneurial venture.

The Institute will include a business incubator that houses worthy business start-ups in the Education Building. The use of the incubator facility will cost the entrepreneurial business a nominal monthly rent or fee.

Need. Officials from Utah Valley State College (UVSC) believe that by preparing students to become entrepreneurs and providing support for new entrepreneurial businesses, the community and the State will benefit from additional tax revenue. In addition, the Community Economic Development of Orem (CEDO) organization is likely to move its incubator programs to the UVSC campus because of a lack of space in its own incubator building. CEDO has seven tenants who pay $90 per month in rent.

Faculty, too, will benefit by the proposed Institute; they will have new research and publication opportunities using case study data; they will provide for students class projects with local businesses; and they will participate in community outreach programs such as the Summer Camp for Young Entrepreneurs.

Institutional Impact. Enrollment in the Management Degree Emphasis in Small Business is likely to grow as a result of the addition of the proposed Institute. If Regents' approval is given, a director will be hired and report to the Dean of the School of Business. An advisory committee composed of business faculty, the dean, and business entrepreneurs from the State will give advice and support. The Education Building will house the proposed incubator, thereby utilizing existing space.

Finances. The proposed Institute will received financial support from interested business entrepreneurs called 'Partners.' Each 'Partner' will contribute a minimum of $15,000 to join the Institute's Partner Group. Although Partner status will be maintained by a minimum contribution of $2,500 annually, Partners will be asked to make more substantial contributions to support administrative personnel and establish a charitable trust that will be used to fund viable new student businesses. The director's salary will be funded by soft money in the School of Business.

UVSC is not requesting additional funding from the State. Two Provo benefactors have given a gift of $1,000,000 to the School of Business. Part of the gift will support a professorship from the area of Entrepreneurship and Small Business.

3. Salt Lake Community College (SLCC)

A. Request for approval under the 'Fast Track Approval Process' (R401-7) for the Network Administrator Program, a non-credit, ATE certificate program that is shorter than twelve months. Approval is necessary for the proposed programs to be financial-aid eligible.

Request. Salt Lake Community College seeks approval for a "Fast Track" certificate program, the Network Administrator. This is for students preparing to take industry tests in order to earn the CompTIA Network +, Microsoft Certified Professional (MCP) and Microsoft Certified Systems Administrator Certificate (MCSA). Microsoft certified instructors guide students, through hands-on and individualized instruction, to learn to install, maintain, troubleshoot, and execute system administrator functions. Industry conferences and workshops are included as supplemental activities to inform students of trends and changes in the industry. The proposed certificate Program, which prepares completers to maintain networks, requires 700 clock hours of study. The Commissioner's staff reviewed the proposal and requested that the Commissioner give preliminary approval prior to Regents' review, as allowed in R401-7.

Need. Students with basic hardware and operating system computer skills are requesting this computer technology so that they may be more marketable in the Information Technology (IT) marketplace. The market is in need of highly skilled, entry-level professionals in the computer support industry, especially as help desk technicians in call centers and customer support areas. Outlook, 2000-2005, states that this area is in the top 50 of the fastest growing market industries in the State. Students who wish to enter this competitive job market must have these skills.

Institutional Impact. The proposed program is in keeping with the Skills Center mission to provide entry-level job skills to disadvantaged populations. In addition, the training is industry-specific to qualify students to enter the high tech industry.

Finances. The Skills Center is maximizing its budget for IT classes by using the same classroom for all of its IT programs. No additional funding is required.

B. Request for approval under the 'Fast Track Approval Process" (R401-7) for the Network Engineer Program, a non-credit, ATE certificate program that is shorter than twelve months. Approval is necessary for the proposed programs to be financial-aid eligible.

Request. The Network Engineer Program replaces the LAN Technician Program which was revised and renamed. The new Program uses Microsoft-approved course materials to prepare students to take industry certification tests so that completers can earn the Microsoft Certified Systems Engineer (MSCE) Certificate. MCSE certified instructors teach students, through hands-on activities and individualized instruction, to effectively install, maintain, and troubleshoot computer networks that operate Windows 2000. Industry conferences and workshops are included as supplemental activities to inform students of trends and changes in the industry. The proposed certificate Program, which prepares completers to implements and maintain networks, requires 1100 clock hours of study. The Commissioner's staff reviewed the proposal and requested that the Commissioner give preliminary approval prior to Regents' review, as allowed in R401-7.

Need. Students with basic hardware and operating system computer skills are requesting this computer technology so that they may be more marketable in the IT marketplace. The market is in need of highly skilled entry-level positions in the computer support industry, especially as help desk technicians in call centers and customer support areas. Outlook, 2000-2005, states that this area is in the top 50 of the fastest growing market industries in the State. Students who wish to enter this competitive job market must have these skills. The program is offered in an open entry/open exit, competency-based format.

Institutional Impact. The proposed program is in keeping with the Skills Center mission to provide industry-related job skills that prepare disadvantaged students for high tech industries.

Finances. The proposed program replaces the Local Area Network (LAN) Technician Program. Thus, the existing budget is reallocated to the Network Engineer Program. LAN students are able to complete their program while all new students will be enrolled in the Network Engineer Program.

4. Utah College of Applied Technology (UCAT)

a. Request to Offer Certificates Based Upon Existing Certificate Programs on UCAT Campuses

Request: The Utah College of Applied Technology (UCAT) requests approval to offer the attached Certificates of Completion and Certificate of Proficiency effective immediately. These Certificates do not represent new training programs in the regions. Although the format of the Certificates may differ from what was offered previously, these programs existed when UCAT campuses were applied technology centers. All Certificates of Completion meet the definition in Regents' Policy R401-4.1.1 of "A coherent sequence of courses 30 credit hours or 900 clock hours or greater, with general education requirements. These certificates are designed for entry-level employment or subsequent completion of an associate degree." The Police Academy Certificate of Completion meets the definition, in R401-4.2.6, of "Non-credit certificates that do not fit the definition in 4.1.1 but that are eligible for financial aid." Both of these types of certificates require review by the Board of Regents.

Need: Most of the nine campuses of the Utah College of Applied Technology, prior to the founding of UCAT in 2001, offered certificates of completion. These certificates were unique to each campus and varied in terms of length and content. The establishment of UCAT has resulted in a coordinated effort, among faculty at all campuses, to standardize the curriculum for certificates of completion where it makes sense to do so. These certificates will be offered by the Utah College of

Applied Technology on those UCAT campuses checked on the matrix that is included with the attached materials.

Faculty work groups, representing UCAT campuses, worked together to develop common certificate outlines, including common certificate names, course titles, course descriptions, and course competencies. The general format includes core courses that each campus will offer as well as electives that may vary by region, providing the flexibility for campuses to meet the unique training needs in the different UCAT regions. The UCAT program development and approval process requires that all offering campuses provide a faculty signature indicating curriculum approval.

The UCAT has been granted candidacy through the Council on Occupational Education (COE), a national accreditor. Approval of these Certificates by the Board of Regents, and their subsequent approval by the U.S. Department of Education for financial aid eligibility, are important as UCAT moves to full accreditation with COE. As indicated above, these programs are not new; they existed when UCAT campuses were applied technology centers.

Institutional Impact: Students across the State are currently enrolled in the programs upon which these certificates were built. Accordingly, faculty, facilities, equipment, and budgets are currently in place. There will be no change in administrative structure, and no additional resources are required. The process for transitioning students from existing programs to standardized certificate of completion programs has been addressed on UCAT campuses that will offer this coordinated curriculum.

Finances: As indicated above, all resources that are required to offer the standardized certificates of completion and certificate of proficiency are in place and built upon existing offerings. All campuses that will offer the certificates currently have adequate resources to support them.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the institutional requests on the Consent Calendar of the Academic, Applied Technology, and Student Success Committee.

Cecelia H. Foxley, Commissioner

CHF/PCS/GW

Attachment

September 3, 2003

MEMORANDUM

TO: State Board of Regents

FROM: Cecelia H. Foxley

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

The following administrative program change has been submitted for review by the Regents on the Information Calendar of the Academic, Applied Technology, and Student Success Committee. The change had been approved previously by the University of Utah Board of Trustees.

University of Utah

Name change of the Graduate School of Architecture to the College of Architecture and Planning.

The name change is proposed because the title "Graduate School of Architecture" reflects neither the reality of the degree nor program offerings. For the past twelve years, the School has offered the Bachelor of Science Degree in Architectural Studies as a pre-professional degree to be taken before the Master of Architecture Degree. Also, the School provides design education to University students and generates 40 percent of its credits in service courses. The School's mission has broadened, and there are plans to offer a Bachelor of Urban Planning Degree, which currently resides in the Department of Geography, in the Fall, 2003.The degree program will transfer intact from the Department of Geography to the College of Architecture and Planning.

The name change is congruent with the School's mission. No impact is expected in enrollments, nor will there be additional costs. The degree title will not change nor will the catalog description.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the Information Calendar and raise issues for clarification. No action is required by the Board.

Cecelia H. Foxley, Commissioner

CHF/PCS

MEMORANDUM

September 3, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Higher Education/Public Education Articulation Efforts: Mathematics and Composition Competencies for Graduating High School Students and First-Year College Students

Issue

With the passage of Senate Bill 154, the Utah State Office of Education (USOE) was directed to make changes in the current system of public instruction. Such changes in public education will impact higher education. Therefore, higher education needs to work in partnership with public education as changes occur.

Background

SB 154 directed the Utah State Board of Education and the State Superintendent of Public Instruction to:

- Focus on core academics.
- Increase graduation requirements.
- Ensure that high school seniors are progressing in challenging courses.
- Implement competency standards for progress and graduation.

Currently, hearings to gather community input into the new high school graduation standards and the methods by which competencies will be assessed are continuing around the State. Once input is gathered and incorporated into the USOE document which describes a competency-based system, and after the document is approved by the State Board of Education, the USOE through its 40 school districts will begin a process of implementation.

The Utah System of Higher Education will be the beneficiary when students enter the system with the background knowledge and experiences to insure their success in postsecondary education. Entering students' average American College Testing (ACT) examination scores are expected to increase. If this is the case, fewer entering students would require remediation.

Mathematics and Composition Competencies. As the K-12 system implements a competency-based system, higher education will continue its long standing collaborative relationship with public education. For the past year, selected faculty from higher education and public education have been meeting to articulate

graduation expectations in mathematics and composition. Their goal is to have better-prepared high school graduates succeed in college level courses in mathematics and composition, thereby reducing or eliminating the need for remediation for these entering students. A report on the results of this effort is attached.

The Chief Academic Officers are developing a white paper stating their position regarding competency-based education and how higher education will accommodate high school graduates who emerge from a competency-based system. The General Education Taskforce is continuing its work with K-12 representatives to assure that high school graduates are prepared for their general education courses. Such efforts include working with high school teachers who are made adjunct faculty by USHE institutions to teach concurrent enrollment general education classes. These ongoing collaborative efforts are expected to assist students as they transition from high school to higher education. Such efforts demonstrate a continuing commitment on the part of public education and higher education to student success.

Commissioner's Recommendation

This report is to inform the Regents regarding the activities in which higher education and public education officials are working together to respond to the requirement of the Utah State Board of Education's Competency-based Education Plan. It is the recommendation of the Commissioner that the Regents commend those involved in these efforts and encourage their continuance.

Cecelia H. Foxley, Commissioner

CHF/DDW
Attachment

HIGH SCHOOL/COLLEGE ARTICULATION COMMITTEE

REPORT

MATHEMATICS AND COMPOSITION COMPETENCIES FOR GRADUATING HIGH SCHOOL STUDENTS AND FIRST YEAR COLLEGE STUDENTS

by

Phyllis "Teddi" Safman, Ph.D.
Assistant Commissioner for Academic Affairs

FINDINGS

INTRODUCTION

In the Fall of 2002, the High School/College Articulation Committee, appointed by Superintendent Steven Laing and Commissioner Cecelia Foxley and composed of representatives from the Utah State Office of Education, superintendents, the Office of the Commissioner of Higher Education, and the General Education Task Force, met to determine what could be done to improve readiness and success of high school graduates entering college/university. Data from the Fall of 2001 indicated that of the seven percent of entering students who required remediation, 63 percent were entering high school graduates. Of all the entering students who required remediation, 73 percent were placed in math and 27 percent in composition. The Committee decided that both high school and college faculty in mathematics and composition should convene to discuss the competencies that both faculties expect their students to have at high school graduation and college entry and how these competencies might be assessed. Well over a hundred faculty participated during four meetings held during the winter, spring, and summer. The following represent the findings from both disciplines.

PRINCIPLES

Emerging from the discussion among the faculty within each discipline was a set of principles that would guide the thinking of faculty who teach mathematics and composition and the administrators who are responsible for improving the performance of students and teachers. Both groups agreed that the definition of success was a high school graduate's placement into regular college mathematics and composition courses without the need for remediation. The principles included:

- Learning environments should encourage student/teacher engagement.
- The curriculum should be coherent and well articulated, building new knowledge upon prior experience and existing knowledge.
- Effective teaching requires an understanding what students know and need to learn and then challenging and supporting students to learn it well.
- Assessment should be an integral part of instruction that guides teachers and enhances student learning.
- All students need mathematics and reading/writing in their personal lives, in the workplace, and in their future studies. All students deserve the opportunity to understand the power and beauty of both.

COMPETENCIES FOR MATHEMATICS

The competencies, which faculty organized into four groups, are those the students would need to have mastered in order to earn a score of 24 or better on the American College Testing examination (ACT). Following are the four groups and a summary of the competencies:

- *Basic Operations and Number Sense*. This includes the ability to calculate fractions, decimals,

percentages, positive and negative numbers, rates, proportions, tax added, absolute values, prime, positive integer exponents, square roots, cube roots, and common conversions; and the ability to identify general rules for patterns when given a sequence of numbers.

- *Functions, Algebraic Expressions, and Equations*. This includes the ability to translate verbal expressions into algebraic terms; the ability to multiply monomials, binomials, and trinomials by themselves or times each other, and simplify the resulting product; the ability to factor algebraic expression, find and check the value of variables in solutions of equations or inequality by substituting values for the variables, solve first and second degree equations, find solutions for linear equations, identify location of a point on a coordinated system, graph solutions for first degree equations and inequalities, determine the slope of a line, and find distance and midpoint between two points using Cartesian coordinates.
- *Geometry and Measurement*. This includes the ability to compute areas and perimeters, use of formulas to calculate surface areas; and the ability to identify angles by type express sine, cosine and tangent of triangles as the ratio of given side lengths; and the ability to use the Pythagorean theorem to solve for unknown side lengths for right angle triangles; and the ability to apply properties of various degrees of congruent triangles.
- *Probability, Statistics, and Data Analysis*. This includes the ability to read and interpret information from charts, tables, and graphs; the ability to use charts and graphs to display data, and translate data from one format to another; the ability to calculate the mean, medium, and mode and use counting techniques to determine probability of event and probability of the complement of the event.

COMPETENCIES FOR COMPOSITION

The composition faculty determined that the competencies described in the Utah State Office of Education (USOE) Language Arts Core Curriculum, the Six Trait Writing Model, and the Writing Program Administrators (WPA) Outcomes Statement for First Year Composition are those that would prepare students for success as high school graduates entering college-level composition. A summary of these competencies follows:

- Students should be able to use the Six Trait Writing Model to revise, edit, and assess their own and others' writing.
- Students should be able to engage in a thoughtful, deliberate process to produce quality writing. This process will take place over time and include planning, information gathering, organization, revision, editing, and publishing/sharing.
- Student writing should reflect critical thinking which includes: finding and evaluating sources of information, integrating their own ideas with the ideas of others, making connections between reading and writing, and using writing as a tool to understand and/or build knowledge in a variety of disciplines.

ASSESSMENT

Both groups of faculty were concerned that testing that is not integrated into instruction nor a measure of the depth of student understanding and performance interferes with instruction and is not helpful. Instead, both faculties saw the importance of appropriate assessments that are diagnostic to both teacher and learner. Portfolio assessments and authentic writing experiences were preferred by composition faculty. Mathematics faculty preferred to continually gather information about their students through questions, interviews, writing tasks, and other means, not only through end of semester tests. If a

learning environment that supports student success is to be created, assessment should be a tool that supports teachers' and students' understanding of what they've accomplished, what needs to be strengthened, and what should be done to support student success.

RECOMMENDATIONS

Both faculty groups discussed actions that should be taken to implement a competency-based learning environment where high school students are prepared to succeed in college-level courses. Following is a summary of the recommendations for both groups.

Mathematics

- College bound students should have a good understanding of Intermediate Algebra.
- College bound students need at least one mathematics course for every year they are in high school to be successful in college-level mathematics.
- Concurrent enrollment instructors should use college-prepared final examinations.
- College-bound students who plan on careers in mathematics, science, or engineering should be advised to proceed through a Calculus track.
- College-bound students who do not intend to pursue careers in the sciences, mathematics, nor engineering should be encouraged to participate in Concurrent Enrollment Math 1010 and 1050. These students may be more successful in the nurturing atmosphere of a high school setting providing the teacher is well prepared to teach mathematics.
- High school teachers may want to use the COMPASS placement examination to determine the appropriate mathematics course for high school seniors.
- Calculators should be used as a tool for understanding mathematical concepts. High school teachers need to learn how to successfully teach the concepts that are enhanced by use of calculators.
- College and high school mathematics faculty need to meet frequently to assure continuing communication.

Composition

- Pre-service Training - Composition faculty should work with teacher preparation programs to assure that teacher candidates understand the Six Trait Writing Model, the Language Arts Core Curriculum, writing across the curriculum, and that writing is a tool for thinking through ideas.
- Professional Development - Teachers and administrators should engage in programs that include: intensive writing programs with built-in continuity, in-depth experience with the Six Traits Model and Language Arts Core, instruction in the use of portfolio assessment, and training to understand the connection between reading and writing; it should also include sustained conversation with teachers, so they understand the use of inquiry and how it relates to writing, and how to set clear expectations of writing teachers and students regarding the quality of their writing.
- Statewide Higher Education and K-12 Committee - The existing committee should foster

.

conversations about writing and writing assessment across the state and disseminate to all school districts best practices in teaching composition.

SUMMARY

Composition and mathematics faculty were open to learning what they might do to improve the level of student performance in both areas. Their discussions highlighted the need for better training of high school composition and mathematics teachers. In addition, participating faculty were concerned that teachers understand not only the mechanics of what they teach but the concepts the mechanics support. The methods of conducting assessments in both areas are varied and would provide in depth information which both teachers and learners need to know to improve student performance. Both groups discussed the need to continue the dialog between high school and college faculty so that they work together to support student success.

MEMORANDUM
September 2, 2003

TO: **State Board of Regents**

FROM: **Cecelia H. Foxley**

SUBJECT: **ACTION: UHEAA–Transfer of Funds Between Student Loan Indentures**

Issue

At its conference call meeting on August 13, 2003, the Student Finance Subcommittee voted to recommend Board of Regents approval for transfer of $30 million from the 1988 Student Loan Indenture to the 1993 Student Loan Indenture. Board approval of this transfer will provide a better balance in the reserve equities of the two indentures, and decrease the amount of subordinated debt that will need to be issued in the future under the 1993 Indenture.

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 David J. Grant; Regent Maria Sweeten; Mr. Edward T. Alter (State Treasurer); Ms. Elva M. Barnes; Mr. Walter P. Gnemi; Mr. L. Brent Hoggan; Mr. Fred Stringham; Associate Commissioner Mark Spencer; and Associate Commissioner Chalmers Gail Norris. Subcommittee members who participated in the August 13 conference call meeting were: Mr. Goddard, Regent Sweeten, Mr. Alter, Mr. Gnemi, Mr. Hoggan, and Mr. Norris.

The State Board of Regents Loan Purchase Program (LPP) presently utilizes two master indentures for its student loan revenue bonds: (1) the "General Student Loan Program Indenture . . . Dated as of July 15, 1988" (1988 Indenture); and (2) the General Student Loan Program Indenture . . . Dated as of August 1, 1993" (1993 Indenture). Under the 1988 Indenture, issuances under individual supplemental indentures utilize bond insurance to facilitate best available ratings. Under the 1993 Indenture, the same purpose is supported by use of a subordinated debt structure. Through the transfer of equity, the increased equity coverage in the 1993 Indenture system will make possible use of a decreased amount of subordinated debt.

The proposal for the transfer of funds to the 1993 Indenture originated from a review by the "Financing Team" (Deputy Executive Director Richard Davis, Associate Executive Director David Schwanke, the underwriting team, and bond counsel). The Financing Team reviewed the parity levels of the two master indentures and determined it would be advantageous to transfer *a portion* of funds in excess of the required parity level under the 1988 Master Indenture to the system under the 1993 Master Indenture. The minimum required parity level before funds are allowed to be removed from the 1988 Indenture is 102%. The proposed transfer in the amount of $30 million was discussed with the representatives of Ambac, the insurance provider on bonds under the 1998 Indenture, and they were comfortable with the proposed reduced level of parity in that system. The reduced level will remain substantially above the required level, as shown in the following table.

Current Parity Levels and Proposed Amount of Transfer

	1998 Indenture		1993 Indenture	
	%	Amount	%	Amount
Current Parity Level	118%	$75 million	103%	$32 million
Proposed Transfer		($39 million)		$30 million
Parity Level After Transfer	111%	$45 million	106%	$62 million

Policy Implications

Approval of the proposed transfer will allow LPP to optimize the ratings, and therefore the interest costs, on future bond issues under the 1993 Indenture while continuing the very favorable coverage ratio under the 1998 Indenture.

Options Considered

Available options would include either making no transfer or increasing the size of the transfer. The recommended transfer of $30 million was selected as the best approach for optimizing coverage under both current bond indentures.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents approve the transfer of $30 million from the 1988 Student Loan Bond Indenture to the 1993 Student Loan Bond Indenture.

Cecelia H. Foxley, Commissioner

CHF/CGN/ROD

MEMORANDUM

September 3, 2003

TO: Utah State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah State University – Conceptual Approval to Build Residence Halls, Parking, and Food Services

Issue

Utah State University officials request conceptual approval to plan, program, and construct new residence halls and a parking structure as well as make improvements to existing food services. This project is also included for approval with six additional "other tunds" capital development projects included in Tab R. A formal request to seek Legislative bonding authority will be made at a subsequent Regents' meeting.

Background

As described in the attached letter, project description, and presentation from Vice President Fred Hunsaker, officials at USU are in the final planning stages of a proposed project to enhance the campus community. Currently, USU provides approximately 3,200 beds in campus residence halls. Average occupancy of these facilities is about 85 percent. The proposed addition of a "Living/Learning Community" will be approximately 150,000 GSF and include an additional 502 beds. The site of the new facility will be near the old campus Heat Plant. The project will be designed as "super suites" with 16 double and/or single occupancy rooms per suite surrounding a common "living room" with shared cooking facilities. The proposed parking terrace will provide approximately 800 stalls for residents of the housing facility, faculty, staff, students, and visitors. The improvements to food service facilities in the Taggart Student Center will help accommodate occupants of the new residence hall.

The addition of this Living/Learning Center is designed to improve outcomes for students. Empirical research has shown a strong correlation between on-campus residential life and student academic success. Furthermore, the addition of this facility would allow the University to shift housing arrangements on campus, freeing up family housing space in Aggie Village and providing for the eventual closure of the USU Mobile Home Park.

The total cost of the project is estimated to be $35.5 million. Approximately $27.7 million is allotted for the residence halls, which includes $1 million to demolish the old heat plant and $2.1 million for excavation and site work. The parking terrace is estimated to cost approximately $7.4 million.

Improvements to the food service facilities are estimated to cost $400,000. These projects will be self-supporting and will not require any state appropriations, including support for operations and maintenance.

USU officials plan to pledge operating revenues from campus auxiliaries (housing, parking, and food services) to secure Regents' revenue bonds to finance the project. The proposed financing plan will be described in greater detail at a later Regents meeting, with the intent of having the Regents seek Legislative approval for bonding authority in the 2004 session.

USU officials will be present at the Board meeting to describe the project and address questions.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents give conceptual approval to Utah State University to plan, program, and construct new residence halls and a parking structure, and to make improvements to existing food services, contingent upon receiving the necessary Regent, Building Board, and Legislative approvals for other funds capital development projects and revenue bonding authorization.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachment

September 3, 2003

MEMORANDUM

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Salt Lake Community College – Campus Master Plan

Issue

As indicated in the attached letter, Salt Lake Community College officials are requesting Board approval of the updated campus master plan for Salt Lake Community College. Vice President Don Porter and Gordon Storrs, Director of Campus Planning, will be available at the Board meeting to review the current plan approved by the Board of Trustees.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents review the Salt Lake Community 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
September 3, 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 Facilities, and Accountability Committee Consent Calendar:

A. USHE - Proposed Revision of Policy R537 (Attachment 1). Board Policy R537, Reimbursed Overhead on State and Local Government Contracts, Section 3.1 is amended to include a provision that the ten percent overhead rate may be waived if expressly prohibited in the RFP issued by the state or local government agency. Section 3.3 is also amended so that overhead from a state or local government contract need not be retained in a special account and reported separately, but rather may be accounted for and reported as part of all reimbursed overhead. These amendments are consistent with current practice.

B. OCHE -- Monthly Investment Report (Attachment 2). 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 reports for the fiscal year 2002-03 and 2003-04 for the Office of the Commissioner is attached.

C. UofU and USU -- Capital Facilities Delegation Reports (Attachment 3). 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.

D. UofU Sale of Donated Property (Attachment 4). As stated in the attached letter from Vice President Arnie Combe, the University typically requests advance approval before selling property. However, occasionally circumstances dictate that an institution move quickly on a sale and then report the sale to the Regents. The sale price for this donated property was approximately $40,000.

Cecelia H. Foxley, Commissioner

CHF/MHS/jv
Attachments

R537, Reimbursed Overhead on State and Local Government Contracts

R537-1. Purpose

To provide a rate for the retention by institutions of overhead on research performed for agencies of state and local government.

R537-2. References

2.1. 53B-2-106, Utah Code Annotated 1953

2.2. Policy and Procedures R~~536~~ 535, Accounting and Reporting of Reimbursed Overhead

R537-3. Policy

3.1 Ten percent overhead rate – The institutions of higher education shall charge, as partial reimbursement of costs incurred, a ten percent overhead rate on all contracts with state and local government agencies funded from non-federal sources unless an overhead charge is expressly prohibited in the RFP issued by the state or local government agency.

3.2. Flow-through federal funds – Funds received by state and local government agencies for federal grants on work contracted to the universities and colleges flow through to those institutions and are charged overhead at the institution's usual overhead rate for federal contracts. It is recognized the state or local government agency may decide to retain a portion of the federal funds as reimbursement for administrative functions performed by the agency.

3.3. Collections retained in special account – The ten percent overhead on all contracts with state and local government agencies funded from non-federal sources shall be retained by the institution ~~in a special account, which shall~~ and be accounted for as part of the institution's report on reimbursed overhead ~~and reported to the Board~~.

(Adopted December 20, 1977, amended March 28, 1978, [Proposed amendment September 12, 2003])

MEMORANDUM

September 3, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Administrative Efficiencies – Collaborative Opportunities Among Institutions

Issue

There may be some cost savings and improved performance with collaboration among institutions in selected administrative functions. At the suggestion of Regents' Chair Nolan Karras, the Council of Presidents agreed to explore several areas where groups of institutions may want to collaborate or form partnerships in order to become more efficient.

Background

During the 2000 and 2002 Regents' master planning processes, the issue of institutional collaboration was discussed in order for the USHE to become more efficient in some administrative functions. At the March 14, 2003, Board of Regents meeting, Chair Nolan Karras requested the Council of Presidents (COP) take leadership for this effort and make recommendations to the Regents at the appropriate time. At the April 1, 2003, COP meeting, Presidents agreed to form the following working groups to explore the possibility of consolidating certain administrative functions. An asterisk (*) by the institution indicates the President who has agreed to convene each group.

1. Administrative Data Processing – WSU, Snow, Dixie, CEU*, UVSC, and SLCC (includes registration issues)

2. Facilities Management – CEU and UVSC*

3. Purchasing – Snow, CEU*, and UVSC

4. Human Resources – UofU*, USU, WSU, Snow, CEU, UVSC, and SLCC (includes legal issues)

5. Financial Aid Processing – WSU, SUU, Snow, Dixie*, CEU, UVSC, and UHEAA

6. Voluntary Academic Program Partnerships – various institutions as appropriate

The Council of Presidents agreed to begin exploratory discussions on these topics. They also agreed that once a working group has a tentative agreement, that agreement will be shared with the full COP so that other institutions may opt to join. Utah College of Applied Technology President Greg Fitch indicated that the UCAT campus administrators are in the process of determining which administrative functions are appropriate to consolidate among the various campuses of that institution. At the appropriate time, formal reports will be made to the Board of Regents.

The above information was briefly reviewed at the April 18, 2003, meeting of the Board's Finance, Facilities and Accountability Committee. The Committee members commended the Presidents for forming these groups and urged them to be ready to report their progress at an upcoming Board meeting.

Most of the groups have now had several discussions. The convening Presidents will provide a progress report to the Regents. Brief summaries of some of these reports are attached, others will be hand-carried to the Board meeting.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents receive progress reports regarding administrative collaborative opportunities and provide comments or suggestions, as needed, to the collaboration teams.

Cecelia H. Foxley, Commissioner

CHF/MHS
Attachments

Consolidation of HR Functions
University of Utah – Convener
August 28, 2003

At the Higher Education Personnel Advisory Committee (UHEPAC) meeting on August 9, 2003, the potential for consolidation of some HR functions was discussed. Currently, the HR Divisions/Departments in the universities have a practice of sharing expertise when appropriate. There are two recent examples. The HR Director at Weber State collects salary data from the other universities and produces a comparison that can be used by all. The University of Utah brought the processing of COBRA back into the University. When Utah State University decided to purchase the same software as the University of Utah, the University of Utah benefits staff provided training and consultation related to USU's implementation of the software.

The group agreed that consolidating or centralizing functions was not a practical solution for providing HR support at the various universities. There was consensus that the sharing of expertise would be continued. One specific area where this sharing would be beneficial is training and development. Universities with full functioning training and development programs would allow participation in training sessions by employees of other universities on a space-available basis. Where appropriate and practicable, train-the-trainer sessions or on-site sessions might be provided by universities with training staffs for those universities who do not have training staffs. The cost to the receiving university would be travel expenses in both situations. The savings could be in training staff costs and off-site training costs for participants.

Summary of Financial Aid Processing
Dixie State College – Convener
September 3, 2003

A committee teleconference was conducted in May 2003, with basic issues for Financial Aid consolidation efforts as the focal point of the discussion. Additional data was collected from Financial Aid directors at seven of the nine USHE schools.

Critical points and concerns are listed below, with a final recommendation:

1) Institutional student SAR packaging is unique to all schools, but follows common federal guidelines. It would be difficult for a central office to process individual "needs analysis" materials for all USHE students.
2) Check processing and fund dispersal could be done by a central office (UHEAA) but would still have to be handled by each institution. Direct deposits to individual student accounts would then turn each institution into a collection agency (up-front) because basic school costs would have to be collected by established deadlines. This may have a great effect upon third-week reporting data. Loan collections would still have to be done at the conclusion of student collegiate work.
3) Statewide loan collections could be done by a central office; however, this may impact the quality and personal efforts of schools trying to lower default rates. This could work, but might de-personalize the process of loan collection officials that have been very successful for the State of Utah.

4) Concerns associated with loan counseling, which is mandated under federal guidelines, may not be feasible from a distance center without personal counseling interaction; i.e., questions and answers from student borrowers.
5) Statewide Banner Conversion brings up a common data base for USHE financial aid input, but there is only one college now with full Banner implementation and many institutions are still in the training and processing stage . . . and will be for several years. This conversion has tremendously impacted staff time commitments.

Committee Recommendation:
Although some aspects of fiscal consolidation for Financial Aid have merit for future consideration, the unique operation of each institution does not lend to system-wide change at the present time. The major concern for all USHE schools under current Banner conversion is the time commitment for staff now being impacted for training, processing and converting to the entirely new data base system.

MEMORANDUM

September 3, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE – Update on Study of Early Retirement Practices

Issue

In conjunction with interest in health insurance and other benefits programs, the Regents' Finance, Facilities, and Accountability Committee has asked for additional information on early retirement programs at USHE institutions. Past reports to the Regents on this issue have identified the prevalence and usage of USHE early retirement programs, descriptive explanations of USHE programs, and justifications of those programs related not only to cost-savings but also to management flexibility issues.

At the time for mailing the agenda, institutional responses to a scenario analysis designed to compare the value of the early retirement benefits across USHE institutions are still being evaluated for consistency and comparability. The findings of this analysis, along with additional benchmark and background comparisons and potential policy options for Regent consideration, will be hand-carried to the Board meeting on September 11.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM

MEMORANDUM

September 3, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE – Update on Institutional Health Plan Changes for 2003-2004

Issue

Attached is an update regarding institutional health plan changes for 2003-2004. The report documents how each institution is implementing outlined best practices and working to achieve a Health Benefits and Premium Index equal to or less than 1.0 when compared to the State of Utah PEHP Preferred Care plan by 2006-2007.

Background

During their May meeting, Regents adopted a list of best practices to guide USHE institutions in ensuring cost-effectiveness and comparability in health benefit plans within the context of total employee compensation. In addition, the Regents directed institutions to continue implementing best practices with the objective of having a Health Benefits and Premium Index equal to or less than 1.0 when compared to the State of Utah PEHP Preferred Care plan by 2006-2007.

As USHE colleges and universities implemented their health plans for 2003-2004, they incorporated a number of elements to reduce the Health Benefits and Premium Index and follow the outlined best practices. Attachments 1 and 2 summarize the current health benefits plans and plan changes at each USHE institution and UCAT campus, respectively. Each attachment is composed of four tables. Table one is an historical outlook of the increases in the cost of health benefits at each institution and UCAT campus. Table two is a comprehensive look at each institution's plan provisions for the current year. Table three shows the changes that the institutions made to their plans for 2003-2004 in order to more closely align their individual health plans to the premium index adopted by the Regents. Table four presents the basic information regarding each institution's dental plan being offered in 2003-2004.

One of the notable changes made this year was Utah State University's decision to create a "*Blue*" and "*White*" option within its current health plan. The dual plan system allows USU to offer the opportunity for employees to purchase enhanced health benefits at an increased cost to the employee and not the institution.

Snow College and Dixie State College moved from the PEHP Preferred Care plan to the PEHP Exclusive Care plan. The Exclusive Care plan has greater co-pay requirements and less coverage for prescription drug benefits. Southern Utah University implemented an "off-the-shelf" Blue Cross/Blue Shield plan. Each of these changes has the objective of moving institutions closer to achieving a Health Benefits and Premium Index equal to or less than 1.0 by the 2006-2007 deadline.

Regents should note the concern of institutional officials regarding the relationship between redesigning health benefit plans and the current state of faculty and staff salaries. Requiring greater employee contributions through premiums, co-payments, or cost-sharing at a time when salaries are also behind comparable positions in the marketplace and when there may not have been salary increases for two years creates concern over employee morale and retention. To document this concern, the Commissioner's Office will be working with institutions during the coming weeks to complete a comprehensive salary equity survey that compares USHE employee salaries to appropriate benchmarks. This information will provide justification for a potential salary and compensation budget request.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM/KLH
Attachments

Table 1
SUMMARY OF USHE HEALTH INSURANCE INCREASES
SINCE 1994-95

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04 [2]	Average [1]
UU	2.0%	-2.0%	0.0%	5.0%	4.0%	0.0%	14.0%	35.0%	12.4%	9.5%	8.0%
USU	2.0%	0.0%	0.0%	7.6%	1.9%	2.5%	8.2%	13.3%	13.9%	7.0%	5.6%
WSU	0.0%	-2.8%	-10.0%	3.0%	3.0%	20.8%	9.1%	0.0%	13.1%	12.0%	4.8%
SUU	10.0%	-9.0%	0.0%	12.1%	12.0%	10.5%	12.5%	6.0%	2.0%	8.0%	6.4%
Snow	2.0%	0.0%	0.0%	5.0%	7.7%	3.0%	17.0%	14.0%	11.0%	6.4%	6.6%
DSC	2.0%	0.0%	0.0%	5.0%	4.3%	18.5%	15.0%	11.5%	7.5%	-8.3%	5.6%
CEU	0.0%	0.0%	5.0%	7.0%	2.9%	37.0%	15.0%	8.4%	13.0%	6.2%	9.5%
UVSC	-9.0%	0.0%	2.0%	5.0%	9.2%	12.9%	23.0%	13.3%	1.4%	10.6%	6.8%
SLCC	2.0%	0.0%	5.0%	5.0%	5.0%	24.8%	8.2%	11.0%	10.5%	18.7%	9.0%
Average [1]	1.2%	-1.5%	0.2%	6.1%	5.6%	14.4%	13.6%	12.5%	9.4%	7.8%	6.9%

(1) Simple averages

(2a) University of Utah is an average of all increases for the four plans (12.9%,8.1%,8.2%,8.7%)

(2b) Snow College is an average increase between the two plans offered (-2.3%,15%)

(2c) Utah State University is an average increase between the two plans offered (4%,10%)

Table 2

USHE Health Insurance Costs and Coverage

Effective July 2003

	UofU [1]				USU [2]		WSU
Insurance Provider/Third Party Administrator	Regence BCBS Indemnity	Regence BCBS Value Care Basic	Regence BCBS Value Care Preferred	UUHP	Regence BCBS "White Plan"	Regence BCBS "Blue Plan"	EMIA
2003-2004 Total Premium Increase (Percent)	12.9%	8.1%	8.2%	8.7%	4.0%	10.0%	12.0%
Annual Premium Cost to Institution							
Single	$3,197	$3,197	$3,197	$3,197	$2,786	$2,786	$2,571
Employee + 1 dependent	$5,328	$5,328	$5,328	$5,328	$6,289	$6,289	$5,964
Family	$7,149	$7,149	$7,149	$7,149	$9,075	$9,075	$8,615
Annual Premium Cost to Employee							
Single	$435	$0	$496	$383	<$30k: $45 $30k - $50k: $63 >$50k: $84	<$30k: $151.20 $30k - $50k: $216.00 >$50k: $280.80	$0
Employee + 1 dependent	$961	$0	$876	$800	<$30k: $99 $30k - $50k: $141 >$50k: $180	<$30k: $334.80 $30k - $50k: $475.20 >$50k: $612.00	$0
Family	$1,381	$0	$1,250	$1,159	<$30k: $144 $30k - $50k: $204 >$50k: $261	<$30k: $489.60 $30k - $50k: $687.60 >$50k: $889.20	$0
Key Coverage Provisions							
Annual Deductible							
Individual	$200	$250	$100 out of Network	$100 out of Network	$250	$150	$0
Family	$600 3 person max	$750 3 person max	$300 out of Network 3 person max	$300 out of Network 3 person max	$500	$450	$0
Yearly Out of Pocket Max							
Individual	$1000 Medical / $500 RX	$1500 in Network / $750 RX	$1000 in Network / $3000 out of Network	$1000 in Network / $3000 out of Network	$2,000	$1,500	$1,200
Family	$3000 Medical / $1500 RX	$4500 in Network / $2250 RX	$300 in Network / $6000 out of Network	$300 in Network / $6000 out of Network	$4,000	$3,000	$2,400
Hospitalization (1st day)							
Deductible	$0	$0	$0	$0	$125	$100	$400
Co-pay	20%	30% in Network / 50% out of Network	10% in Network / 30% out of Network	10% in Network / 40% out of Network	0%	0%	0%
Coverage after deductible/co-pay	80%	70% in Network / 50% out of network	90% in Network / 70% out of Network	90% in Network / 60% out of Network	70%	80%	95%
Emergency Room							
Deductible	$0	$0	$0	$0	$0	$0	$0
Co-pay	20%	30%	$75	$75	$50	$50	$65
Coverage after deductible/co-pay	80%	70%	100%	100%	100%	100%	100%
Office Visit Co-pay	$20	30%	$15 in Network / 30% out of Network	$15 in Network / 40% out of Network	$25	$20	$15/$25
Prescriptions/Pharmacy							
Deductible	$0	$0	$0	$0	$0	$0	$0
Generic	20%	30%	$7	$7	35%	30%	20%
Brand Name - Preferred	20%	30%	$15	$15	35%	30%	20%
Brand Name - Non -Preferred	20%	30%	$30	$30	35%	30%	20%

Notes:
(1) The U of U offers four health care plans.
(2) USU Employee Premium is based on salary level

Table 2

USHE Health Insurance Costs and Coverage

Effective July 2003

	SUU	Snow		DSC	CEU [3]	UVSC	SLCC
Insurance Provider/Third Party Administrator	Regence BCBS	PHEP Exclusive Care	PHEP Preferred Care	PEHP Exclusive Care	PEHP	EMIA	BCBS
2003-2004 Total Premium Increase (Percent)	8.0%	-2.3%	15.0%	-8.3%	6.2%	10.6%	18.7%
Annual Premium Cost to Institution							
Single	$3,108	$3,223	$3,507	$2,971	$3,955	$3,118	$3,418
Employee + 1 dependent	$7,022	$6,874	$7,481	$6,151	$8,187	$7,204	$7,730
Family	$10,098	$9,188	$9,998	$8,320	$11,075	$10,404	$10,784
Annual Premium Cost to Employee							
Single	$0	$0	$284	$0	$0	$0	$0
Employee + 1 dependent	$0	$0	$607	$0	$0	$0	$0
Family	$0	$0	$811	$0	$0	$0	$0
Key Coverage Provisions							
Annual Deductible							
Individual	$100	$0	$0	$0	$0	$0	$0
Family	$200	$0	$0	$0	$0	$0	$0
Yearly Out of Pocket Max							
Individual	$1,000	$1,500	$1,500	$1,500	$1,500	$1,000	$1,500
Family	$2,000	$3,000	$3,000	$3,000	$3,000	$2,000	$3,000
Hospitalization (1st day)							
Deductible	$0	$0	$0	$0	$0	$0	$0
Co-pay	20%	10%	10%	10%	0%	$100	$175
Coverage after deductible/co-pay	100% after out of pocket max	90%	90%	90%	90%	$75 days 2-4, 100% day 5+	80%
Emergency Room							
Deductible	$0	$0	$0	$0	$0	$0	$0
Co-pay	$75	$75	$50	$75	$50/$20 Specialist	$100	$0
Coverage after deductible/co-pay	100%	100%	100%	100%	100%	100%	100%
Office Visit Co-pay	$15	$15	$20	$15/$20	$20	$20	$20
Prescriptions/Pharmacy							
Deductible	$50, 3 per family	$0	$0	$0	$0	$0	$0
Generic	$5	20%	$10	20%	20%, min $5	20% ($7 min $15 max)	$7
Brand Name - Preferred	20%	20%	$25	20%	20%, min $5	30% ($14 min $30 max)	$25
Brand Name - Non -Preferred	50%	50%	$35	50%	50%, min $5	30% ($14 min $30 max)	$50

Notes:
(3) Percentage increase is an average of Family 6%, Two Party 4.74% and Single 7.92%

Table 3

USHE Health Insurance Costs and Coverage

Coverage Provision Changes Effective 7/1/03

Category Changes	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
Yearly Out of Pocket Max									
Individual									
BCBS Indeminty Plan - Implemeted separate RX Max of $500	✔								
BCBS Value Care Basic - Implemeted separate RX Max of $750	✔								
Blue Plan added out of pocket of $1500		✔							
White Plan added out of pocket of $2000		✔							
Family									
BCBS Indeminty Plan - Implemeted separate RX Max of $1500	✔								
BCBS Value Care Basic - Implemeted separate RX Max of $2250	✔								
Blue Plan added out of pocket of $3000		✔							
White Plan added out of pocket of $4000		✔							
Annual Deductible									
Individual									
Blue Plan added $150 annual deductible		✔							
White Plan added $250 annual deductible		✔							
Family									
Blue Plan added $450 annual deductible		✔							
White Plan added $500 annual deductible		✔							
Hospitalization (1st day)									
Deductible									
Non-Preferred has deductible $200/person $400/family						✔			
Added $100 deductible				✔					
Blue Plan added $100 deductible		✔							
White Plan added $125 deductible		✔							
Co-pay									
Increased from $100 whole stay to $100 for day 1 and $75/day days 2-4.								✔	
Eliminated Co-Pays				✔					
Coverage after deductible/co-pay									
Change from 80/20 to $1000 out of pocket max				✔					
Blue Plan coverage changed to 80%		✔							
White Plan coverage changed to 70%		✔							
Emergency Room									
Deductible									
Added an accident benefit for USU to pay $500 dollars before copay is paid		✔							
Co-pay									
Increased from $25 to $75				✔					
Increased from $50 to $75					✔	✔			
Increased from $75 to $100								✔	
Coverage after deductible/co-pay									
Non-Preferred has deductible $200/person $400/family						✔			
Office Visit Co-pay									
Non Specialist decreased to $15, Specialist remained at $20						✔			
Increased from $15 to $20								✔	
Decreased from $20 to $15					✔				
Blue Plan added $20 Office Copay		✔							
White Plan added $25 Office Copay		✔							
Prescriptions/Pharmacy									
Generic									
Decreased from $10 to $5 after added deductible				✔					
Retail Pharmacy changed from 90 day to 30 day, Mail order remained the same						✔			
RX card (Carve out) added $3 minimum	✔								
Increased from $7 to 20% (min $7, max $15)								✔	
Changed to 35%-White		✔							
Increased from $10 to 20% (min $5)					✔				

Table 3

USHE Health Insurance Costs and Coverage

Coverage Provision Changes Effective 7/1/03

Category Changes	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
(continued)									
Brand Name - Preferred									
Changed from $15 to 20% after added deductible				✔					
RX card (Carve out) added $3 minimum	✔								
Increased from $14 to 30% (min $14, max $30)								✔	
Increased from $25 to 20% (min $5)					✔				
Changed to 35%-White		✔							
Brand Name - Non -Preferred									
RX card (Carve out) added $3 minimum	✔								
Increased from $14 to 30% (min $14, max $30)								✔	
Increased from $35 to 50% (min $5)					✔				
Changed to 35%-White		✔							
Other Changes									
Changed from PEHP Preferred Care to Exclusive Care. Major changes in preferred provider list and major change in coverage if using a non-preferred provider. Non-preferred provider coverage now has a deductible and has changed from 90%/10% to 80%/20%.						✔			
Mail Order Prescription Increase: Generic: Increased from $5 to 20% (min $5, max $25) Brand: Increased from $16 to 30% (min $25, max $50)								✔	
Mail Order Prescription Increase: Generic: Increased from $5 to 20% (min $5, max $25) Brand: Increased from $16 to 30% (min $25, max $50)								✔	
Inpatient Rehabilitation Therapy: Removed $5,000 per year limit,treated as all other inpatient hospitalization.								✔	
Outpatient Rehabilitation Therapy: Increased the per year limit from $1,500 to $5,000								✔	
Lung Transplant: Changed from panel coverage only to covered in state non-panel the same as panel (no balance billing).								✔	
Pharmacy Deductible: added $50 deductible -3 per family				✔					
Eliminated 3 month prescription refills				✔					
PEHP Exclusive care no longer accepted at UU Hosptials, and Mountain View Hospital in addition to others					✔				
PEHP Exclusive major lab from 80/20 to 90/10					✔				
PEHP Exclusive Mental Health from outpatient 50% w/30 visits to $20 per visit, inpatient 90% lst day/50% next 20 (30 da max. 60 per 3 yr max) to 50% to out-of-pocket maximum					✔				
PEHP Exclusive Preventive Care from $300 per person to $15 office visit ($20 specialist)					✔				
USU Emergency Accident Benefit added where USU plan pays $500 before copay is paid		✔							

Table 4

USHE Dental Insurance Providers, Premiums, and Enrollment

2003-2004

	UU	USU	WSU	SUU	SNOW	DSC	CEU	UVSC	SLCC
Insurance Provider/Third Party Administrator	BCBS	BCBS	EMIA	Regence BCBS	Dental Select	PEHP	Educator's Mutual Insurance	Met Life	BCBS
2003-2004 Total Premium Increase (Percent)	6.1%	8.0%	0.0%	10.0%	12.3%	7.0%	0.0%	18.6%	-14.9%
Annual Premium Cost to Institution per Employee									
Single	$180	$259	$202	$250	$384	$429	$229	$513	$290
Employee + 1 dependent	$431	$451	$358	$438	$752	$544	$406	$656	$516
Family	$651	$818	$662	$834	$1,132	$792	$750	$954	$925
Annual Premium Cost to Employee									
Single	$116	$107	$50	$62	$0	$107	$57	$128	$24
Employee + 1 dependent	$266	$187	$90	$109	$0	$136	$102	$164	$48
Family	$419	$339	$166	$209	$0	$198	$188	$239	$84

Table 1

SUMMARY OF UCAT HEALTH INSURANCE INCREASES

Since 2001-2002

	01-02	02-03	03-04	Average [2]
BATC	14.4%	12.6%	0.0%	9.0%
DATC [1]	n/a	n/a	7.8%	7.8%
DXATC	11.5%	7.5%	-8.3%	3.6%
MATC	13.3%	1.4%	10.6%	8.4%
OWATC	13.0%	0.7%	7.4%	7.0%
SLTATC	18.3%	12.0%	8.5%	12.9%
SEATC	8.4%	13.0%	6.2%	9.2%
SWATC	7.5%	13.0%	10.3%	10.3%
UBATC	12.0%	12.0%	8.5%	10.8%
Average [1]	12.3%	9.0%	5.7%	9.0%

(1) Simple averages
(2) Davis Applied Technology College has not provided information regarding prior year plan increase percentages

Table 2

UCAT Health Insurance Costs and Coverage

July 2003

	BATC	DATC			DXATC [1]	MATC [2]
Insurance Provider/Third Party Administrator	EMIA	PHEP Exclusive	PHEP Preferred	Summit Care	PHEP Exclusive	EMIA
2003-2004 Total Premium Increase (Percent)	n/a	7.8%	7.8%	7.8%	-8.3%	10.6%
Annual Premium Cost to Institution per Employee						
Single	$2,870	$3,206	$3,272	$3,206	$2,971	$3,118
Employee + 1 dependent	$6,490	$6,611	$6,746	$6,611	$6,151	$7,204
Family	$9,334	$8,826	$9,006	$8,826	$8,320	$10,404
Annual Premium Cost to Employee per Employee						
Single	$0	$65	$246	$65	$0	$0
Employee + 1 dependent	$0	$135	$508	$135	$0	$0
Family	$0	$180	$678	$180	$0	$0
Key Coverage Provisions						
Annual Deductible						
Individual	$0	$0	$0	$0	$0	$0
Family	$0	$0	$0	$0	$0	$0
Yearly Out of Pocket Max						
Individual	$1,500	$1,500	$1,500	$1,500	$1,500	$1,000
Family	$3,000	$3,000	$3,000	$3,000	$3,000	$2,000
Hospitalization (1st day)						
Deductible	$0	$0	$0	$0	$0	0
Co-pay	$150	$0	$0	$0	10%	$100
Coverage after deductible/co-pay	100%	95%	90%	95%	90%	$75 days 2-4, 100% day 5+
Emergency Room						
Deductible	$0	$0	$0	$0	$0	$0
Co-pay	$50	$50	$50	$50	$75	$100
Coverage after deductible/co-pay	100%	95%	90%	95%	100%	100%
Office Visit Co-pay	$10	$15/$20	$20	$15/$20	$15/$20	$20
Prescriptions/Pharmacy (employee share)						
Generic	$5	25%	25%	$5	20%	20% ($7 min $15 max)
Brand Name - Preferred	$15	25%	25%	$15	20%	30% ($14 min $30 max)
Brand Name - Non-preferred	$15	50%	50%	$35	50%	30% ($14 min $30 max)

NOTES:

(1) DXATC is on the PEHP Exclusive plan through Dixie State College

(2) MATC is on the EMIA plan through Utah Valley State College.

Table 2

UCAT Health Insurance Costs and Coverage

July 2003

	OWATC	SLTATC [3]	SEATC [4]	SWATC	UBATC
Insurance Provider/Third Party Administrator	PEHP	PEHP	PEHP	EMIA	PEHP Preferred
2003-2004 Total Premium Increase (Percent)	7.4%	8.5%	6.2%	10.3%	8.50%
Annual Premium Cost to Institution per Employee					
Single	$3,020	$3,272	$3,955	$2,920	$3,272
Employee + 1 dependent	$6,252	$6,746	$8,187	$6,220	$6,746
Family	$8,456	$9,006	$11,075	$8,957	$9,006
Annual Premium Cost to Employee per Employee					
Single	$227	$246	$0	$273	$246
Employee + 1 dependent	$471	$508	$0	$721	$508
Family	$636	$678	$0	$1,159	$678
Key Coverage Provisions					
Annual Deductible					
Individual	$0		$0	$0	$0
Family	$0		$0	$0	$0
Yearly Out of Pocket Max					
Individual	$1,500		$1,500	$2,000	$1,500
Family	$3,000		$3,000	$4,000	$3,000
Hospitalization (1st day)					
Deductible	$0		0	$0	$0
Co-pay	$20		0%	$175	10%
Coverage after deductible/co-pay	90%		90%	100%	90%
Emergency Room					
Deductible	$0		$0	$0	$0
Co-pay	$50		$50/$20 Specialist	10%	$50
Coverage after deductible/co-pay	90%		100%	90%	100%
Office Visit Co-pay	$20		$20	$15	$20
Prescriptions/Pharmacy (employee share)					
Generic	20%		20%, min $5	20%	25%
Brand Name - Preferred	20%		20%, min $5	30%	25%
Brand Name - Non-preferred	50%		50%, min $5	30%	50%

NOTES:

(3) SLTATC offers the Exclusive, Prefferred and Summit PEHP Plans and has not yet provided the plan provision cost information

(4) SEATC is on the PEHP Preferred plan through College of Eastern Utah

Table 3

UCAT Health Insurance Costs and Coverage

Coverage Provision Changes Effective 7/1/03

Category Changes	BATC	DATC	DXATC	MATC	OWATC	SLTATC	SEATC	SWATC	UBATC
Hospitalization (1st day)									
Deductible									
Non-Preferred has deductible $200/person $400/family			✔						
Co-pay									
Increased from $100 whole stay to $100 day 1 $75 days 2-4.				✔					
Changed from a 10% co-pay to a $150 fixed co-pay amount	✔								
Coverage after deductible/co-pay									
Changed from 90% to 100%	✔								
Changed from 100% to 95% (PEHP Exclusive and Summit Care)		✔							
Emergency Room									
Co-pay									
Changed from $25 co-pay + 10% to fixed $50 co-pay amount	✔								
Changed from $25 co-pay to $50 copay (PEHP Exclusive)		✔							
Increased from $50 to $75			✔						
Increased from $75 to $100				✔					
Coverage after deductible/co-pay									
Changed from 90% to 100%	✔								
Non-Preferred has deductible $200/person $400/family			✔						
Prescriptions/Pharmacy									
Generic									
Changed from 20% to 25%									✔
Increased from $15 to $20				✔					
Non Specialist decreased to $15, Specialist remained at $20			✔						
Increased from $7 to 20% (min $7, max $15)				✔					
Brand Name - Preferred									
Changed from a $10 co-pay to a $15 co-pay	✔	✔							
Changed from 20% to 25%		✔							✔
Increased from $14 to 30% (min $14, max $30)				✔					
Brand Name - Non Preferred									
Changed from a $10 co-pay to a $15 co-pay	✔								
Changed from a $25 co-pay to a $35 co-pay (Summit Care)		✔							
Increased from $14 to 30% (min $14, max $30)				✔					
Other Changes									
Mail Order Co-Pay increase from 1x to 2x retail co-pay (Summit Care)		✔							
Chiropratic Coverage and Expanded Network (PHEP Exclusive)		✔							
Mail Order Prescription Increase: Generic: Increased from $5 to 20% (min$5, max $25) Brand: Increased from $16 to 30% (min $25, max $50)				✔					
Mail Order Prescription Increase: Generic: Increased from $5 to 20% (min$5, max $25) Brand: Increased from $16 to 30% (min $25, max $50)				✔					
Inpatient Rehabilitation Therapy: Removed $5,000 per year limit,treated as all other inpatient hospitalization.				✔					
Outpatient Rehabilitation Therapy: Increased the per year limit from $1,500 to $5,000				✔					
Lung Transplant: Changed from panel coverage only to covered in state non-panel the same as panel (no balance billing).				✔					

Table 4

UCAT Dental Insurance Providers, Premiums, and Enrollment

2003-2004

	BATC	DATC		DXATC [1]	MATC [2]	OWATC	SLTATC	SEATC [3]	SWATC	UBATC
Insurance Provider/Third Party Administrator	EMIA	PHEP Traditional	Dental Select Platinum	PEHP	Met Life	No Plan	PEHP	Educator's Mutual Insurance	No Plan	PEHP Preferred
2003-2004 Total Premium Increase (Percent)	(-.5)%	7.7%	14.9%	7.0%	18.6%		8.3%	0.0%		3.0%
Annual Premium Cost to Institution										
Single	$464	$476	$453	$429	$513		$0	$229		$476
Employee + 1 dependent	$590	$605	$605	$544	$656		$0	$406		$605
Family	$858	$877	$877	$792	$954		$0	$750		$877
Annual Premium Cost to Employee										
Single	$0	$25	$0	$107	$128		$501	$57		$25
Employee + 1 dependent	$0	$32	$159	$136	$164		$637	$102		$32
Family	$0	$46	$226	$198	$239		$923	$188		$46

NOTES:

(1) DXATC is on the PEHP plan through Dixie State College

(2) MATC is on the Met Life plan through Utah Valley State College.

(3) SEATC is on the Educators Mutual Insurance plan through CEU

September 3, 2003

MEMORANDUM

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Accountability Issues – Revised Higher Education "Report Card"

Issue

Commissioner's staff members annually prepare a comprehensive "Data Book" for use by higher education stakeholders. In addition, staff have in recent years prepared a "USHE Facts at a Glance" two-page pamphlet of information extracted from the Data Book, which has been used as a kind of "report card". In November 2002, two columns of information were added to the USHE Facts at a Glance, reporting one-year changes and two-year changes in particular data sets. The phrase "Report Card" was also added to the title of the pamphlet.

Interest in a state Report Card coincides with publication of "Measuring Up 2000" and "Measuring Up 2002: The State-by-State Report Card for Higher Education" by the privately-sponsored National Center for Public Policy and Higher Education. The "Measuring Up" reports give states a grade in each of five areas – Preparation, Participation, Affordability, Completion, Benefits, and Learning. For the September 11 Board meeting, Commissioner's staff will bring copies of a revised USHE Report Card which is changed in two ways: aligning data elements with three categories of "Measuring Up" (Participation, Affordability, and Completion); and suggesting new data elements which respond to Regents' requests to focus on outcomes rather than inputs.

Recommendation

This is an information item. The Commissioner seeks input regarding the Report Card but is not requesting formal action at this time.

CHF/MHS

Cecelia H. Foxley, Commissioner

MEMORANDUM

September 2, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE - 2002-2003 Enrollments in Technology-based Courses

Issue

The attached tables detail 2002-2003 USHE enrollments in technology-based courses. Enrollments of this type totaled nearly 10,500 annualized FTE, an increase of 51 percent over the previous year. This is a follow-up information report to the 2002-2003 end-of-year enrollment report presented to the Regents in July 2003.

Background

Technology-based courses continue to increase in popularity in the USHE. Through the Utah Education Network (UEN), programs are delivered via EDNET, KULC-Channel 9 and UEN Satellite Services. In addition, programs are increasingly delivered by computer via the Internet and other methods. Table 1 summarizes the USHE's enrollments by method of delivery. Enrollments delivered via KULC-Channel 9 maintained over 500 annualized FTEs. Increases in enrollments delivered through the EDNET system grew 29.1 percent. Internet-based enrollments increased by 61.5 percent, and other computer-based enrollments increased 115.6 percent. Table 2 provides institutional breakouts of the data. Table 3 provides a three year comparison of annualized FTE enrollments by method and institution. Table 4 provides a 5-year comparison of annualized FTE enrollments by method.

Some of the increases in these categories are related to improved reporting of technology-based courses by USHE institutions. Other increases are definitional in nature. In any event, increased utilization of the Internet across all types of instructional delivery methods has created variation among institutions as to what is classified as "Computer-based -- Internet." These variations are reflected in the data reported by institutions for 2001-02 and 2002-03. For 2003-04, definitions have been refined to show distinction between courses which are exclusively offered via the Internet, and courses which have a significant component of traditional classroom instruction as well as Internet-based enhancements.

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

Cecelia H. Foxley, Commissioner

CHF/MHS/NM
Attachments

Table 1

USHE Technologically Delivered Instruction

2002-03 Summary by Delivery Method

Delivery Method	Fall Headcount [1]	Annualized FTE [2]	Sections/ Classes [2]
Broadcast Television	1,473	504.71	282
Interactive Video/Audio	6,023	2,335.88	2,665
Computer Based -- Internet [3]	18,220	6,988.90	5,078
Other Computer Delivered	1,812	667.71	334
Total - Technologically Delivered	**27,528**	**10,497.20**	**8,359**

Notes:

(1) Fall headcount numbers are duplicated across delivery methods.

(2) Data on Annualized FTE and Sections/Classes reflect Summer end-of-term and Fall/Spring composite enrollment reports.

(3) Increased utilization of the Internet across all types of instructional delivery methods has created variation among institutions as to what is classified as "Computer-based -- Internet." These variations are reflected in the data reported by institutions for 2001-02 and 2002-03. For 2003-04, definitions have been refined to show distinction between courses which are exclusively offered via the Internet, and courses which have a significant component of traditional classroom instruction as well as Internet-based enhancements.

Table 2

USHE Technologically Delivered Instruction

2002-03 Summary by Institution and Delivery Method

	Broadcast Television			Interactive Video/Audio			Computer Based - Internet [1]			Other Computer Delivered			Total - Technologically Delivered		
	Fall Headcount [2]	Annualized FTE [3]	Classes/ Sections [3]	Fall Headcount [2]	Annualized FTE [3]	Classes/ Sections [3]	Fall Headcount [2]	Annualized FTE [3]	Classes/ Sections [3]	Fall Headcount [2]	Annualized FTE [3]	Classes/ Sections [3]	Fall Headcount [2]	Annualized FTE [3]	Classes/ Sections [3]
UofU	584	192.74	173	58	62.44	23	1,439	503.17	169	0	0.00	0	2,081	758.35	365
USU	0	0.00	0	2,691	1,219.19	1,814	7,561	2,363.85	2,109	0	0.00	0	10,252	3,583.04	3,923
WSU	0	0.00	0	295	104.70	56	4,532	1,885.45	1,087	0	0.00	0	4,827	1,990.15	1,143
SUU	0	0.00	0	250	93.27	75	151	73.37	183	0	0.00	0	401	166.64	258
Snow	0	0.00	0	53	15.80	14	16	5.60	21	0	0.00	0	69	21.40	35
DSC	0	0.00	0	0	0.00	0	132	35.54	51	4	0.18	8	136	35.72	59
CEU	0	0.00	0	914	361.13	516	0	18.80	5	0	0.00	0	914	379.93	521
UVSC	650	236.97	71	1,624	444.24	121	2,463	1,369.16	703	0	0.00	0	4,737	2,050.37	895
SLCC	239	75.00	38	138	35.11	46	1,926	733.96	750	1,808	667.53	326	4,111	1,511.60	1,160
Total	**1,473**	**504.71**	**282**	**6,023**	**2,335.88**	**2,665**	**18,220**	**6,988.90**	**5,078**	**1,812**	**667.71**	**334**	**27,528**	**10,497.20**	**8,359**

Notes:

(1) Increased utilization of the Internet across all types of instructional delivery methods has created variation among institutions as to what is classified as "Computer-based -- Internet." These variations are reflected in the data reported by institutions for 2001-02 and 2002-03. For 2003-04, definitions have been refined to show distinction between courses which are exclusively offered via the Internet, and courses which have a significant component of traditional classroom instruction as well as Internet-based enhancements.

(2) Fall headcount numbers are duplicated across delivery methods.

(3) Data on Annualized FTE and Sections/Classes reflect Summer end-of-term and Fall/Spring composite enrollment reports.

Table 3

USHE Technologically Delivered Instruction

Annualized FTE Three-year History by Delivery Method (2000-01 to 2002-03)

	Broadcast Television Annualized FTE [2]			Interactive Video/Audio Annualized FTE [2]			Computer Based - Internet [1] Annualized FTE [2]			Other Computer-delivered Annualized FTE [2]			Total Technologically Delivered Annualized FTE [2]			Total 1-year % Change by Institution		% of Total Institution Annualized FTE [2]		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2001-02	2002-03	2000-01	2001-02	2002-03
UofU	177.00	204.27	192.74	59.00	2.50	62.44	272.00	377.57	503.17	0.00	0.00	0.00	508.00	584.34	758.35	15.0%	29.8%	2.1%	2.2%	2.7%
USU	0.00	0.00	0.00	894.00	975.12	1,219.19	234.00	1,326.25	2,363.85	0.00	0.00	0.00	1,128.00	2,301.37	3,583.04	104.0%	55.7%	6.3%	12.1%	18.4%
WSU	0.00	0.00	0.00	93.00	91.50	104.70	1,032.00	1,431.65	1,885.45	0.00	0.00	0.00	1,125.00	1,523.15	1,990.15	35.4%	30.7%	8.4%	10.6%	12.7%
SUU	0.00	4.80	0.00	136.00	100.39	93.27	68.00	59.43	73.37	18.00	97.10	0.00	222.00	261.72	166.64	17.9%	-36.3%	3.7%	4.3%	2.8%
Snow	0.00	0.00	0.00	33.00	20.47	15.80	1.00	0.60	5.60	0.00	0.00	0.00	34.00	21.07	21.40	-38.0%	1.6%	1.1%	0.7%	0.7%
DSC	0.00	0.00	0.00	0.00	0.00	0.00	14.00	24.60	35.54	1.00	1.16	0.18	15.00	25.76	35.72	71.7%	38.7%	0.4%	0.6%	0.8%
CEU	0.00	0.00	0.00	253.00	296.23	361.13	0.00	0.00	18.80	0.00	0.00	0.00	253.00	296.23	379.93	17.1%	28.3%	12.1%	13.5%	17.8%
UVSC	173.00	213.17	236.97	239.00	281.10	444.24	378.00	621.12	1,369.16	0.00	0.00	0.00	790.00	1,115.39	2,050.37	41.2%	83.8%	5.2%	6.5%	11.1%
SLCC	72.00	83.00	75.00	25.00	41.40	35.11	294.00	486.36	733.96	100.00	211.44	667.53	491.00	822.20	1,511.60	67.5%	83.8%	3.2%	4.9%	8.5%
Total	**422.00**	**505.24**	**504.71**	**1,732.00**	**1,808.71**	**2,335.88**	**2,293.00**	**4,327.58**	**6,988.90**	**119.00**	**309.70**	**667.71**	**4,566.00**	**6,951.23**	**10,497.20**	**52.2%**	**51.0%**	**4.5%**	**6.4%**	**9.2%**

USHE Percent Change by Method

2000-01 to 2001-02	19.7%			4.4%			88.7%			160.3%			52.2%							
2001-02 to 2002-03		-0.1%			29.1%			61.5%			115.6%			51.0%						

Notes:

(1) Increased utilization of the Internet across all types of instructional delivery methods has created variation among institutions as to what is classified as is classified as "Computer-based -- Internet." These variations are reflected in the data reported by institutions for 2001-02 and 2002-03. to show distinction between courses which are exclusively offered via the Internet, and courses which have a significant component of traditional classroom instruction as well as Internet-based enhancements.

(2) Data on Annualized FTE reflect Summer end-of-term and Fall/Spring composite enrollment reports, consistent with the End-of-year Enrollment Report. The percent of total institution annualized FTE columnn divides total technologically delivered annualized FTE by total annualized FTEs, as reported in the End-of-year Enrollment Report, Table 5.

Table 4

USHE Technologically Delivered Instruction

Annualized FTE Six-year History by Delivery Method, 1997-98 to 2002-03

	Annualized FTE					
Delivery Method	**1997-98[1]**	**1998-99**	**1999-00**	**2000-01**	**2001-02**	**2002-03**
Broadcast Television		481	439	422	505.24	504.71
Interactive Video/Audio		1,269	1,381	1,732	1,808.71	2,335.88
Computer Based -- Internet [2]		686	1,134	2,293	4,327.58	6,988.90
Other Computer Delivered		98	102	119	309.70	667.71
Total - Technologically Delivered	**2,154**	**2,534**	**3,056**	**4,566**	**6,951.23**	**10,497.20**
One-year Percent Change		17.6%	20.6%	49.4%	52.2%	51.0%
Percent of USHE Total FTE	2.5%	3.0%	3.4%	4.5%	6.4%	9.2%

Notes:

(1) Distribution by delivery method not available for 1997-98.

(2) Increased utilization of the Internet across all types of instructional delivery methods has created variation among institutions as to what is classified as "Computer-based -- Internet." These variations are reflected in the data reported by institutions for 2001-02 and 2002-03. For 2003-04, definitions have been refined to show distinction between courses which are exclusively offered via the Internet, and courses which have a significant component of traditional classroom instruction as well as Internet-based enhancements.

UTAH SYSTEM OF HIGHER EDUCATION
STATE BOARD OF REGENTS

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CECELIA H. FOXLEY
Commissioner and
Chief Executive Officer

MEMORANDUM

September 2, 2003

TO: **State Board of Regents**

FROM: **Cecelia H. Foxley**

SUBJECT: **INFORMATION: UHEAA–Board of Directors Report**

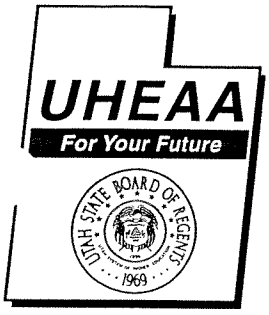
The next scheduled meeting of the UHEAA Board of Directors is Thursday, September 4. A copy of the agenda for the meeting is attached (Attachment A). An information report on the Board's actions at the September 4 meeting will be presented at the Board of Regents meeting on September 11.

One of the items the UHEAA Board will consider is a recommendation to the Board of Regents regarding need-based student financial aid amounts needed as the Regents consider their Fiscal Year 2005 appropriation request. A copy of the UHEAA Board Report on this subject is provided as Attachment B, to provide background information for the Regents' discussion on student financial aid scheduled for the 1:00 to 3:00 P.M. Committee of the Whole session on Thursday, September 11. Additional general information regarding need-based student financial aid is provided in Attachment C, an information report on "Student Financial Aid Background Information" from the UHEAA Board's September 4 agenda.

Cecelia H. Foxley

Cecelia H. Foxley, Commissioner

Attachments
CHF/CGN



Utah Higher Education Assistance Authority

Utah Student Loan Guarantee Program (LGP)
Utah State Board of Regents Loan Purchase Program (LPP)
Utah Centennial Opportunity Program For Education (UCOPE)
Utah Educational Savings Plan Trust (UESP)

AGENDA

MEETING OF
THE UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY
BOARD OF DIRECTORS

BOARD OF REGENTS BUILDING, THE GATEWAY
60 SOUTH 400 WEST
FIFTH FLOOR BOARD ROOM
SALT LAKE CITY, UTAH

Thursday, September 4, 2003
10:00 A.M. - 1:00 P.M.

(In compliance with the Americans with Disabilities Act (ADA), individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Becky Hudson, ADA Coordinator, at the Board of Regents Building, The Gateway, 60 South 400 West, Salt Lake City, UT 84101 or at 321-7211 at least three working days prior to the meeting.)

1. **Calling of the Roll, Welcome and Introductions**
2. **Chairman's Oral Report**
3. **Executive Director's Oral Report**
4. **Minutes of the June 26, 2003 Meeting**

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5. **Consideration of Action Reports**

   #1 Resolution Honoring Brent Hoggan

   #2 Money Management Investment Reports

   #3 FY 2005 Student Financial Aid Appropriation Request Recommendation to Board of Regents

6. **Committee Reports**

   #4 Report of the Student Finance Subcommittee

   #5 Report of the Audit Committee

7. **Informational Items**

   A. Student Financial Aid Background Information

   B. Borrower Benefits Utilization through FY 2003

   C. UHEAA Scholarships Utilization through FY 2003

   D. FY 2003 UHEAA Guarantee Volume by School and Lender

   E. Analysis of Consolidation Loans and Borrower Benefits

   F. FY 2003 UESP Volume Statistics

   G. College Savings Month–September 2003

Additional Information Items May Be Carried in and Presented at the Meeting.

Utah Higher Education Assistance Authority

Utah Student Loan Guarantee Program (LGP)
Utah State Board of Regents Loan Purchase Program (LPP)
Utah Centennial Opportunity Program For Education (UCOPE)
Utah Educational Savings Plan Trust (UESP)

FOR ACTION

UHEAA BOARD OF DIRECTORS

FY 2005 STUDENT FINANCIAL AID APPROPRIATION REQUEST

REPORT #3

September 4, 2003

INTRODUCTION

Formal action by the Board of Directors is requested, to adopt for presentation to the Board of Regents a proposed Student Financial Aid Appropriation Request for Fiscal Year 2005. The Regents will hold budget hearings, including a brief presentation on Student Financial Aid, on the second day of their meetings on September 11 and 12. They will consider an initial draft appropriation request for FY 2005 at their meeting on October 31, which is prior to the next scheduled meeting of the UHEAA Board. This report provides background information relevant to the proposed request, and documentation to support the amounts proposed for inclusion in the request.

BACKGROUND

Board of Regents Policy R510 includes the following provision:

*"**3.8. Student Financial Aid Appropriation Requests Related to Tuition Increases** - When the Board's higher education appropriation recommendations contemplate tuition rate increases, the Board will consider including a request for a related appropriation increase for the Utah Centennial Opportunity Program for Education (UCOPE). The amount considered for such a request will be calculated to offset, in conjunction with any anticipated increases in federal need-based grant and work-study programs, the costs of tuition and fee increases for resident students receiving need-based financial aid from both federal and state sources, in eligible institutions in the preceding fiscal year."*

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The policy objective behind this Board of Regents policy has defied realization since its adoption. In no fiscal year did the Board feel it was in a position to request sufficient UCOPE funding to meet the calculated need according to the policy objective. The Board did, however, include material requests for UCOPE in a few years, and appropriations for UCOPE slowed the rate of increase in a growing gap between need and available student aid resources. The situation of course has been exacerbated by the recession and the state budget problems in recent years.

Funding for student aid has to be seen in the context of the total higher education funding situation, and was placed in that context in the April 3, 2003, UHEAA Board Report #3, "FY 2004 Student Financial Aid Appropriation and Current Status Review." Key portions of the narrative in that report are excerpted in Appendix A.

Tables showing the current FY 2004 allotments to institutions from the need-based aid portion of the Regents' Statewide Line Item for Student Financial Aid are included as part of Information Report A, "Student Financial Aid Background Information."

PROPOSED FY 2005 APPROPRIATION REQUEST

The proposed request is based on latest available information on probable federal appropriations for Pell Grants, campus-based and LEAP/SLEAP programs. As in the past, the proposal will be adjusted as final information on federal appropriations becomes available. Unlike in many past years, this information is likely to be available before the Regents adopt their FY 2005 appropriation request.

Exhibit A presents information in support of a proposed request which is quite large compared to requests included in previous Regents' budgets, and to amounts ultimately appropriated, even in the "good" years before FY 2002. **The proposed recommendation is for a requested increase for need-based student financial aid** (exclusive of Minority Scholarships, New Century Scholarships, and UTAP) **of $5,102,000 if the average proposed tuition increases (Tier 1 *and* Tier II are 6% for FY 2005, and $9,515,000 if the average is 9%.** This is with the understanding that the proposed amount may be adjusted accordingly when the Regents determine the tuition increases they will approve.

The range between 6% and 9% represents a reasonable guess at this time. It does not represent any inside knowledge of what the USHE Presidents may propose or the Regents ultimately approve. The philosophy behind this ambitious proposal is to present realistically the need for state (or institutional) funding for need-based financial aid in relation to further tuition increases.

As shown in Exhibit A, the proposed request includes, in **lines B1 through B5, a base adjustment amount of $265,000** for required matching of anticipated supplemental federal allocations for campus-based programs for USHE institutions and for the federal LEAP/SLEAP program. Increase amounts needed from state (UCOPE) funds, institutional funds, or in UHEAA Scholarships funds at the 6% and 9% tuition increase levels are shown in line B7. Projected offsets are shown in Lines B8 (half-percent set-asides from institutional tuition increases) and B9 (increased UHEAA Scholarships funding). **The net increase needed for UCOPE, after deducting the anticipated offsets, is shown in Line B10, amounting to $4,837,000 for 6% average tuition increases and $9,250,000 for 9% average tuition increases.**

Exhibits B through E provide supporting information for the FY 2005 amounts shown in Exhibit A. Exhibit E shows the latest available information on federal appropriations, which is used in completing Exhibits B through D. Exhibit B shows the calculations for funds required to match federal funds, in the base adjustment (Lines B1 through B5 of Schedule A), and Exhibits C and D show the calculations for maintaining FY 2004 level need-based-aid purchasing power at the two levels of average tuition increases.

Information is included in Exhibit A regarding the lost purchasing power of need-based student financial aid available in Utah for each of the two preceding fiscal years, FY 2003 (Line B6) and FY 2004 (Line B7). The cost of making up that badly-needed lost purchasing power for students with demonstrated financial need is shown in line 11(a), but that is considered an impossible dream for FY 2005. The proposed request, as cited above, is "limited" to the range shown in line 11(b), which does not include the needed "catch-up" amount.

THE CASE FOR THE PROPOSED REQUEST

Clearly, the prospects for increases even in the "limited" range are not encouraging. Nevertheless, it seems important not to shrink from presenting what really is a conservative statement of funding needed to avoid further dimming of the lamp of educational opportunity for students needing help with growing costs of attendance. If these needs cannot be met the cost will be lost opportunity for individuals, inefficiencies for our institutions, and major economic and social costs for our society.

The need to maintain a defined relationship between increases in student costs of attendance and increases in need-based student financial aid is placed in sharper focus as the Regents confront tight budgets and strategic planning issues. The case for need-based student aid needs to be kept "on the radar screen" as further tuition increases are deliberated. While a substantial portion of USHE students may be able to afford reasonable increases, the approximately 50% who demonstrate material financial need may be hard-pressed to obtain or retain access to educational opportunity unless financial aid is kept in balance as costs of attendance increase.

The majority of need-based aid continues to come from the Federal Government, but that source also is again under the pressure of budget limitations, so an appropriate state-level effort also is needed. Continued maintenance of the state effort is needed to continue to quality for the federal funds.

RECOMMENDATION

The Executive Director recommends that the Board submit to the State Board of Regents a recommended FY 2005 need-based student aid appropriation request for an increase in the range between $5,102,000 and $9,515,000 depending on the size of proposed tuition increases, with the recommendation that consideration be given to maintaining the relationship between tuition increases and student financial aid increases which is suggested in current Board of Regents Policy R510.

Attachments--
Appendix A
Exhibits A through E

CGN

Appendix A

EXCERPTS FROM UHEAA BOARD REPORT #3, APRIL 3, 2003

"FY 2004 STUDENT FINANCIAL AID APPROPRIATION AND CURRENT STATUS REVIEW"

* * * * *

As the Utah System of Higher Education (USHE) experienced significant enrollment growth together with material increases in operating costs over the past decade, substantial increases in appropriated tax funds helped the system to almost keep pace, but not quite. Over that period, the system's ability to maintain adequate sections of courses students needed, and various factors related to quality of the traditional educational experience for growing student bodies, was strained. Some small progress in availability of need-based student financial aid for students with clearly demonstrated need was achieved in two or three of the past nine years.

* * * * *

With the state's current revenue crisis beginning some two years ago, the situation changed drastically.

* * * * *

With a substantial funding shortfall, USHE, like higher education systems throughout the country, has had little choice but to look to substantial tuition increases as a partial means of coping. . . . And comparative standing [among other institutions and systems] *is little comfort for the 50 percent or so of USHE students needing help in financing their educational costs even before the recent material tuition and fee increases.*

* * * * *

Social and economic factors specific to Utah have been identified regularly. They include: larger families with multiple children enrolled in postsecondary education at the same time; a higher than average percentage of students who are older and are "independent" for federal student aid purposes; and close to average family income, but per capita income among the lowest in the nation. And they include a relatively low level of state support for need-based financial aid, a legacy from Utah's historically low tuition/low student aid tradition that has failed to keep up as tuition and fee levels have climbed. These circumstances, together with widespread reluctance by Utahns to borrow as much as they might toward college expenses, tend to exacerbate inefficiencies for both individuals and institutions, through widespread part-time enrollments, excessive hours worked, and significantly increased years before graduation.

* * * * *

As it has turned out, the need-based aid purchasing power gap for FY 2004 now is materially larger than the [high-end estimate] *calculated prior to and during the Legislative Session. This results from three influences: (1) Final Federal Government appropriations much lower than the Senate appropriation bill on which the January calculations were based; (2) Average tuition and fee increases even larger than the ten percent level calculated in January; and (3) An additional cut of $234,233 in the portion of the statewide line item for student financial aid which is applicable to the need-based programs. . . .*

* * * * *

Setting aside the $5.9 million shortfall [in financial aid purchasing power] *experienced for FY 2003, the FY 2004 . . . shortfall for UCOPE . . . is now about $15 million, of which $13.5 million is applicable to the nine USHE institutions other than UCAT.* [After offsetting projected set-asides from Tier One and Tier Two tuition increases, the USHE] *FY 2004 purchasing power shortfall is reduced to $12.2 million (enough to provided needed assistance, at an average of $3,000 per student, to 4,033 students).*

UTAH STATE BOARD OF REGENTS STUDENT FINANCIAL AID LINE ITEM--FY 2005 REQUEST INFORMATION

(Exclusive of Minority Scholarships, New Century Scholarships, and UTAP)

August 25, 2003

	Fiscal Year 2004 Appropriations 8-24-03 $ (2)	Total Increases Needed to Preserve SFA Purchasing Power: Ave 6.0% Tuition Increas $ (3)			Ave 9.0% Tuition Increas $ (4)
A. FY 2002 BASE/ONE-TIME APPROPRIATIONS					
1. Base Appropriation	5,299,000				
2. One-Time Appropriation	0				
3. Negative Supplemental Appropriation	0				
4. TOTAL CONTINUING BASE APPROPRIATION	**5,299,000**	**5,299,000**			**5,299,000**
B. FY 2005 REQUESTED APPROPRIATION INCREASE					
1. Match for Increased Federal SEOG (Projected Supplementals)		10,000			10,000
2. Match for Increased Federal Work/Study (Projected Supplemental		50,000			50,000
3. Match for Increased Federal Perkins Capital (Projected Supplmtls		5,000			5,000
4. Match for Increased Federal LEAP/SLEAP (Projected Supplmntl)		200,000			200,000
5. SUBTOTAL: Requested Base Adjustment#		**265,000**			**265,000**
6. UCOPE Increase to Replace Lost Purchasing Power Due to Unfunded SFA Cost of FY 2003 Tuition and Fee Increases		**5,853,000**			**5,853,000**
7. UCOPE Increase to Replace Lost Purchasing Power Due to Unfunded SFA Cost of FY 2004 Tuition and Fee Increases		**12,100,000**			**12,100,000**
7. UCOPE Increase Needed to Maintain Purchasing Power in FY 2005 Due to Tuition and Fee Average Increases at Alterntive Average Rates#		**6,420,000**			**10,833,000**
8. Offset for Institutional Dedication of One-Half Percent FY 2005 Tuition Increases for Need-Based Aid		-1,298,000			-1,298,000
9. Offset for Projected Added UHEAA Scholarships		-285,000			-285,000
10. Net UCOPE Increase Based on FY 05 Tuition Increases		**4,837,000**			**9,250,000**
11. TOTAL NEEDED BASE CHANGE FOR NEED-BASED AID					
(a) Including Lost Purchasing Power in FYs 2003 & 2004		23,055,000			27,468,000
(b) Just to Maintain FY 2004 Reduced Purchasing Power		**5,102,000**			**9,515,000**
C. FY 2005 TOTAL APPROPRIATION NEEDED FOR NEED-BASED STUDENT FINANCIAL AID					
(a) Including Lost Purchasing Power in FYs 2003 & 2004		28,354,000			32,767,000
(b) Just to Maintain FY 2004 Reduced Purchasing Power		**10,401,000**			**14,814,000**

** Need calculated at 8-25-03 is based on Federal Government House-enacted Labor, HHS, Education Appropriation Bill for Pell Grants and Senate Appropriations Committee Report for Campus-based Programs and LEAP/SLEAP.. Senate floor action followed by Conference Committee and subsequent action by both houses of Congress is pending.

*** UCOPE Maintenance-of-effort increase calculation for FY 2005 does not represent any program improvement, merely the maintenance of current purchasing power of need-based financial aid for the same number of students with demonstrated need receiving it in FY 2004, allowing for the different possible average tuition and fee increases [Tier one plus Tier two] at six and nine percent, as shown in columns (3) and (4).

FY 2005 STATE APPROPRIATION INCREASES NEEDED FOR STUDENT FINANCIAL AID BASE MAINTENANCE OF EFFORT

August 25, 2003

[Note: Calculations based on House Appropriation Bill and Senate Committee Report for FFY 2004.]

	Federal FY 2003 Appropriation And Allotments For AY 2003-04 (State FY 2004) $ (1)	Federal FY 2004 House Appropriation For AY 2004-05 (State FY 2005) $ (2)	Percent Change % (3)	State FY 2004 Appropriation to Match Federal $ (4)	State FY 2005 Appropriation Needed to Match Federal $ (5)	State FY 2005 Appropriation Increase Needed to Match FY 2005 Federal Change $ (6)	State FY 2005 Appropriation Needed to Match Estimated AY 2004 Federal Supplemental Allocations $ (7) (Estimated)	**Total State Program Maintenance Base Increase Needed For FY 2005 (Rounded) $ (8)**
1. Federal SEOG Program	760,028,000	760,028,000	0.00%					
A. Allocations to USHE	3,187,100			1,062,000	1,062,000	0	10,000	**10,000**
B. USHE % of Total	0.42%							
2. Federal Work Study Program	1,004,428,000	1,004,428,000	0.00%					
A. Allocations to USHE	4,915,963			1,639,000	1,639,000	0	50,000	**50,000**
B. USHE % of Total	0.49%							
3. Federal Perkins Loans Capital Contributions	99,350,000	99,350,000	0.00%					
A. Allocations to USHE	1,154,565			385,000	385,000	0	5,000	**5,000**
B. USHE % of Total	1.16%							
4. Leveraging Educational Assistance Program (LEAP)								
A. Regular LEAP	30,000,000	30,000,000	0.00%					
B. Supplemental LEAP (SLEAP)	36,565,000	36,565,000	0.00%					
C. Total LEAP	66,565,000	66,565,000						
D. LEAP Allocation to Utah	222,765			654,410	654,410			**0**
E. SLEAP Allocation to Utah	275,000			550,000	550,000		200,000	**200,000**
F. Total Utah LEAP Allocation	497,765			1,204,410	1,204,410	0	200,000	**200,000**
G. Utah % of Total	0.74%							
5. TOTAL MATCHING FUNDS				4,290,410	4,290,410	0	265,000	**265,000**
6. REPLACE ONE-TIME FUNDS								**0**
7. TOTAL BASE ADJUSTMENT FOR MAINTENANCE OF EFFORT								**265,000**

NOTES:

A. Federal Appropriations for Federal Fiscal Years 2003 and 2004 provide "forward funding" for the academic years 2003-2004 and 2004-05, which corresponds to Utah's State Fiscal Years 2004 and 2005.

B. Basic LEAP matching requirement unchanged, State funds over-match the 1:1 minimum match required, due to a separate maintenance-of-effort requirement. (Lines 4A and 4D above). No *LEAP* maintenance-of-effort increase is likely to be required for state FY 2005.

C. Supplemental LEAP, or "SLEAP," allocation requires a 2:1 match by the state (Lines 4B and 4E, above.) Maintenance of Effort also is required. The SLEAP maintenance-of-effort requirement is broad, and applies to the sum of state funding for need-based grants, scholarships, and work-study. Utah qualified for SLEAP maintenance-of-effort for FY 2004 only because of increased UHEAA Scholarships funding by the Student Loan Program. Otherwise, the $275,000 SLEAP allotment to Utah would have been lost.

D. Proposed provision for supplemental matching funds [Column (7)] reflects potential availability of supplemental Federal allotments because of inability of a few states or institutions to match available initial federal allotments.

UHEAA/StFinAid/CGN

ESTIMATE OF UCOPE FUNDING INCREASE NEEDED IN FISCAL YEAR 2004 FOR NEED-BASED STUDENT AID TO KEEP PACE WITH 6.0% AVERAGE TUITION INCREASES IN 2004-2005 (FY 2005)

(Calculated as of August 25, 2003)

A.	FY 2004 Estimated Appropriated Tuition and Fees per USHE 2003-2004 Data Book [Nine Institutions Total for Appropriated Funds--Tab G, Page 21]	$259,632,800
B.	Estimated FY 2005 Appropriated Tuition and Fees increase based on 6.0% increase [Rounded to nearest $1,000]	$15,578,000
C.	Estimated portion of Tuition and Fee increases paid by students with documented financial need per Federal need analysis (rounded) [B x 51%]	$7,945,000
D.	Estimated increases in Pell, SEOG, and LEAP Funds (rounded)	$6,191,000
	Fiscal Year 2004 [2002 Base: $79,074,282 x 107.85% x 7.26% rounded]	
E.	Portion of estimated Pell, SEOG, and Leap increases applicable to tuition and fees (based on institutional cost of attendance budgets for resident undergraduate students) [D x 35%]	$2,167,000
F.	Unmet costs of tuition and fee increases paid by USHE students (9 Institutions) with documented financial need per Federal need analysis [C minus E, rounded]	$5,778,000
G.	**Total needed increase in UCOPE funding for maintenance of purchasing power to cover costs of tuition and fee increases at Utah institutions [F divided by .9, rounded]**	**$6,420,000**

NOTE: The UCOPE Increase needed to avoid additional loss of purchasing power due to 6.0% average tuition and general fee increases in FY 2005 is $6,420,000 based on the assumption of an overall 7.26% increase in Federal Funds for Pell Grants, SEOG, and LEAP/SLEAP [Pell Grants only, based on status of Federal FFY 2004 appropriations as of August 25, 2003] and state appropriation of needed matching funds for any increases in SEOG and LEAP/SLEAP appropriations which may be adopted subsequent to this preliminary date. The $6,420,000 figure will be offset to a modest degree by any portion of the tuition increases which is set aside for institutional need-based student financial aid and any increase in funding for non-appropriated UHEAA Scholarships.

ESTIMATE OF UCOPE FUNDING INCREASE NEEDED IN FISCAL YEAR 2005 FOR NEED-BASED STUDENT AID TO KEEP PACE WITH 9.0% AVERAGE TUITION INCREASES IN 2004-2005 (FY 2005)

(Calculated as of August 25, 2003)

A.	FY 2004 Estimated Appropriated Tuition and Fees per USHE 2003-2004 Data Book [Nine Institutions Total for Appropriated Funds--Tab G, Page 21]	$259,632,800
B.	Estimated FY 2005 Appropriated Tuition and Fees increase based on 9.0% increase [Rounded to nearest $1,000]	$23,367,000
C.	Estimated portion of Tuition and Fee increases paid by students with documented financial need per Federal need analysis (rounded) [B x 51%]	$11,917,000
D.	Estimated increases in Pell, SEOG, and LEAP Funds (rounded)	$6,191,000
	Fiscal Year 2004 [2002 Base: $79,074,282 x 107.85% x 7.26% rounded]	
E.	Portion of estimated Pell, SEOG, and Leap increases applicable to tuition and fees (based on institutional cost of attendance budgets for resident undergraduate students) [D x 35%]	$2,167,000
F.	Unmet costs of tuition and fee increases paid by USHE students (9 Institutions) with documented financial need per Federal need analysis [C minus E, rounded]	$9,750,000
G.	**Total needed increase in UCOPE funding for maintenance of purchasing power to cover costs of tuition and fee increases at Utah institutions [F divided by .9, rounded]**	**$10,833,000**

NOTE: The UCOPE Increase needed to avoid additional loss of purchasing power due to 9.0% average tuition and general fee increases in FY 2005 is $10,833,000 based on the assumption of an overall 7.26% increase in Federal Funds for Pell Grants, SEOG, and LEAP/SLEAP [Pell Grants only, based on status of Federal FFY 2004 appropriations as of August 25, 2003] and state appropriation of needed matching funds for any increases in SEOG and LEAP/SLEAP appropriations which may be adopted subsequent to this preliminary date. The $10,833,000 figure will be offset to a modest degree by any portion of the tuition increases which is set aside for institutional need-based student financial aid and any increase in funding for non-appropriated UHEAA Scholarships.

PROJECTED FEDERAL FISCAL YEAR 1004 STUDENT FINANCIAL AID APPROPRIATIONS AS OF 8-25-03

	FFY 2002 Appropriation	FFY 2003 Appropriation (H.J. Res 2)	FFY 2004 President's Request	FFY 2004 House Approved	FFY 2004 Senate Committee
Federal Pell Grant	$11,314,000,000	**$11,365,000,000**	$12,715,000,000	**$12,250,000,000**	$12,176,683,000
Maximum Pell Award	$4,000	**$4,050**	$4,000	**$4,050**	$4,050
Federal SEOG*	$725,000,000	**$760,028,000**	$725,000,000	$760,000,000	**$760,028,000**
Federal Work-Study	$1,011,000,000	**$1,004,428,000**	$1,011,000,000	$1,004,000,000	**$1,004,428,000**
Federal Perksins Loan Capital Contributions	$100,000,000	**$99,350,000**	$0	**$99,350,000**	**$99,350,000**
Loan Cancellations	$67,500,000	$67,061,000	$67,500,000	$67,060,000	$67,061,000
LEAP/SLEAP**	$67,000,000	**$66,565,000**	$0	$66,560,000	**$66,565,000**
Federal Trio Programs	$802,500,000	$827,090,000	$802,500,000	$835,000,000	
GEAR-UP	$285,000,000	$293,080,000	$285,000,000	$300,000,000	
Byrd Honors Scholarships	$41,000,000	$40,734,000	$41,000,000	$40,734,000	
uate Assistance in Areas of National Need (GAANN)	$31,000,000	$30,798,000	$31,000,000	$30,798,000	
Javits Fellowships	$10,000,000	$9,935,000	$10,000,000	$9,935,000	

*Statutory Maximum Award is $4,000.

**Statutory *Maximum* Award is $5,000. UHEAA Regulatory Maximum Award is $2,500.

MEMORANDUM

September 4, 2003

TO: UHEAA Board of Directors

FROM: Chalmers Gail Norris

SUBJECT: Student Financial Aid Background Information

This report has been prepared to provide background information for the UHEAA Board of Directors and the State Board of Regents. Additional materials will be added to this collection as they are developed.

The following materials are attached:

Attachment 1–Fiscal Year 2004 (Academic Year 2003-2004) Federal and State Allocations for Need-Based Aid, and UHEAA Scholarship Allotments

Attachment 2–Notes on Need-Based Student Financial Aid

Attachment 3–Opinion Article by President Kermit Hall, from Salt Lake Tribune

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L YEAR 2004 (ACADEMIC YEAR 2003-04) FEDERAL AND STATE A[illegible]ATIONS FOR NEED-BASED AID, AND UHEAA SCHOLARSHIP ALL[illegible]NTS

I. SU[illegible]ARY OF STATE STUDENT FINANCIAL AID ACCOUNT, FISCAL YEAR 2004 COMPARED TO FY 2003

		Final FY 2003 Allocation Plan As Of 10/07/02 *Adjusted 8-20-03* (1)	Initial FY 2004 Allocation Plan As Of 05/05/03 (2)	Revised FY 2004 Allocation Plan As Of 08/20/03 (3)	(4)	(5)	FY 2004 Change (6)
A.	**Total Funds Available for Need-Based ProgramsAllocation**						
1	Carryforward from Previous Fiscal Year	$122,253	**-$1,780**	**-$108**			-$122,361
2	SFA State Appropriation for Current Fiscal Year	$5,440,100	$5,299,000	$5,299,000			-$141,100
3	***Return of Unused Funds from Previous Fiscal Year from Institutions***	***$0***	***$0***	***$96,451***			***$96,451***
4	Supplemental Appropriation (03 Final: Minus 0.57% of Base)	-$30,900	$0	$0			$30,900
5	One-Time Funds	$0	$0	$0			$0
6	TOTAL AVAILABLE	$5,531,453	$5,297,220	$5,395,343			-$136,110
B.	**Total Allocations**						
1	State Maintenance of Effort/Match for LEAP/SLEAP	$1,204,410	$1,204,410	$1,204,410			
2	***Adjustment for LEAP Funds to be Returned to USDE***	***-$1,672***	***$0***	***$1,672***			$0
3	USHE Federal Perkins Loans, Matching Allocations	$374,822	$384,845	$384,845			
4	USHE Federal SEOG, Matching Allocations	$1,042,106	$1,062,362	$1,062,362			$10,023
5	USHE Federal Work Study, Matching Allocations	$875,895	$867,529	$867,529			$20,256
6	UCOPE Allotments	$2,036,000	$1,775,010	$1,775,010			-$8,366
7	TOTAL ALLOCATIONS	$5,531,561	$5,294,156	$5,295,828			-$260,990
C.	**Reserve for Contingencies**	**-$108**	$3,064	$99,515			-$235,733
							$99,623

The "large" Reserve for Contingencies shown in Column (3) results from required return of FY 2003-alloted UCOPE funds from institutions. It is being held in reserve initially because of potential of supplemental awards of Federal Campus-based or Federal LEAP/SLEAP funds later in (Utah) Fiscal Year 2004. If no supplemental allotments to USHE institutions or to UHEAA for LEAP/SLEAP, requiring additional matching, are received by January 2004, the Contingency Reserve may be added to current allotments to UCOPE.

Attachment 1

FISCAL YEAR 2004 (ACADEMIC YEAR 2003-04) FEDERAL AND STATE ALLOCATIONS FOR NEED-BASED AID, AND UHEAA SCHOLARSHIP ALLOTMENTS

II. SUMMARY OF 2003-04 ALLOCATIONS OF STATE FUNDS BY INSTITUTION

		Perkins Matching Funds 2004	FSEOG Matching Funds 2004	FWS Matching Funds 2004	Subtotal: Campus-Based Matching Funds		LEAP/SLEAP State Funds		UCOPE State Funds		Total State Funds
					FY 2004	FY 2003	FY 2004	FY 2003	FY 2004	FY 2003	FY 2004
		(1)	(2)	(3)	(4)	(5)	(5)	(6)	(7)	(8)	(9)
1	University of Utah	$129,806	$184,275	$212,262	**$526,343**	$529,380	**$259,670**	$259,370	**$230,340**	$266,870	**$1,016,353**
2	Utah State University	$42,967	$231,867	$139,384	**$414,218**	$416,320	**$195,210**	$195,740	**$312,170**	$380,460	**$921,598**
3	Weber State University	$60,771	$153,857	$143,703	**$358,331**	$358,331	**$155,690**	$156,350	**$207,710**	$249,400	**$721,731**
4	Southern Utah University	$6,156	$52,092	$40,142	**$98,390**	$99,409	**$65,450**	$68,880	**$110,740**	$149,480	**$274,580**
5	Utah Valley State College	$25,705	$225,886	$190,425	**$442,016**	$407,240	**$173,840**	$165,490	**$277,120**	$280,100	**$892,976**
6	Dixie State College	$24,313	$35,908	$35,174	**$95,395**	$95,395	**$44,780**	$45,750	**$79,610**	$94,750	**$219,785**
7	Snow College	$16,202	$27,377	$18,229	**$61,808**	$61,368	**$34,030**	$36,590	**$61,100**	$74,570	**$156,938**
8	College of Eastern Utah	$6,579	$15,542	$14,744	**$36,865**	$43,195	**$25,000**	$25,000	**$54,140**	$67,230	**$116,005**
9	Salt Lake Comm College	$72,346	$101,878	$55,957	**$230,181**	$228,748	**$188,620**	$184,810	**$237,380**	$213,010	**$656,181**
10	UCAT Davis		$12,197	$4,904	**$17,101**	$17,101	**$10,600**	$12,460	**$7,600**	$8,760	**$35,301**
11	UCAT Ogden-Weber		$21,483	$12,605	**$34,088**	$36,336	**$15,080**	$16,250	**$13,280**	$15,410	**$62,448**
12	UCAT Bridgerland						**$10,430**	$12,180	**$4,710**	$5,600	**$15,140**
13	UCAT Uintah Basin										
14	SUBTOTAL USHE	$384,845	$1,062,362	$867,529	**$2,314,736**	$2,292,823	**$1,178,400**	$1,178,870	**$1,595,900**	$1,805,640	**$5,089,036**
15	Westminster College						**$26,010**	$25,540	**$27,450**	$34,560	**$53,460**
16	Brigham Young University								**$149,670**	$193,730	**$149,670**
17	LDS Business College								**$1,990**	$2,070	**$1,990**
18	SUBTOTAL PRIVATE						**$26,010**	$25,540	**$179,110**	$230,360	**$205,120**
20	GRAND TOTAL	$384,845	$1,062,362	$867,529	**$2,314,736**	$2,292,823	**$1,204,410**	$1,204,410	**$1,775,010**	$2,036,000	**$5,294,156**

FISCAL YEAR 2004 (ACADEMIC YEAR 2003-04) FEDERAL AND STATE ALLOCATIONS FOR NEED-BASED AID, AND UHEAA SCHOLARSHIP ALLOCATIONS

III. SUMMARY OF 2003-04 CAMPUS-BASED FUNDING (FEDERAL + STATE MATCH) PLUS TOTAL LEAP AND UCOPE

	Perkins Total Capital Funds 2004	FSEOG Total Funds 2004	FWS Total Funds 2004	Subtotal: Campus-Based Programs Total Funds*		LEAP/SLEAP Funds Total (Federal + State)		UCOPE State Funds		Total Funds*
				FY 2004	FY 2003	FY 2004	FY 2003	FY 2004	FY 2003	FY 2004
	(1)	(2)	(3)	(4)	(5)	(5)	(6)	(7)	(8)	(9)
1 University of Utah	$519,220	$737,090	$1,415,062	**$2,671,372**	$2,683,532	**$366,252**	$366,476	**$230,340**	$266,870	**$3,267,964**
2 Utah State University	$171,880	$927,460	$929,210	**$2,028,550**	$2,042,590	**$275,333**	$276,569	**$312,170**	$380,460	**$2,616,053**
3 Weber State University	$243,090	$615,440	$958,010	**$1,816,540**	$1,816,540	**$219,595**	$220,912	**$207,710**	$249,400	**$2,243,845**
4 Southern Utah University	$24,620	$208,370	$267,620	**$500,610**	$507,840	**$92,313**	$97,323	**$110,740**	$149,480	**$703,663**
5 Utah Valley State College	$102,830	$903,530	$1,269,490	**$2,275,850**	$2,406,156	**$245,191**	$223,825	**$277,120**	$280,100	**$2,798,161**
6 Dixie State College	$97,240	$143,620	$234,470	**$475,330**	$475,330	**$63,161**	$64,642	**$79,610**	$94,750	**$618,101**
7 Snow College	$64,820	$109,520	$121,550	**$295,890**	$292,950	**$47,999**	$51,699	**$61,100**	$74,570	**$404,989**
8 College of Eastern Utah	$26,330	$62,180	$98,290	**$186,800**	$221,320	**$35,159**	$35,359	**$54,140**	$67,230	**$276,099**
9 Salt Lake Comm College	$289,380	$407,500	$373,040	**$1,069,920**	$1,103,220	**$266,041**	$261,125	**$237,380**	$213,010	**$1,573,341**
10 UCAT Davis		$48,800	$32,710	**$81,510**	$81,510	**$14,950**	$17,606	**$7,600**	$8,760	**$104,060**
11 UCAT Ogden-Weber		$85,920	$84,040	**$169,960**	$184,960	**$21,270**	$22,961	**$13,280**	$15,410	**$204,510**
12 UCAT Bridgerland						**$14,712**	$17,211	**$4,710**	$5,600	**$19,422**
13 UCAT Uintah Basin										
14 SUBTOTAL USHE	$1,539,410	$4,249,430	$5,783,492	**$11,572,332**	$11,815,948	**$1,661,976**	$1,655,708	**$1,595,900**	$1,805,640	**$14,830,208**
15 Westminster College						**$36,684**	$36,087	**$27,450**	$34,560	**$64,134**
16 Brigham Young University								**$149,670**	$193,730	**$149,670**
17 LDS Business College								**$1,990**	$2,070	**$1,990**
18 SUBTOTAL PRIVATE						**$36,684**	$36,087	**$179,110**	$230,360	**$215,794**
20 GRAND TOTAL	$1,539,410	$4,249,430	$5,783,492	**$11,572,332**	$11,815,948	**$1,698,660**	$1,691,795	**$1,775,010**	$2,036,000	**$15,046,002**

*Exclusive of Additional Institutional Matching for Federal Work Study Program (State provides 15% of total 25% requirement.)

#Exclusive of any supplemental federal allocations or matching funds therefore.

FISCAL YEAR 2004 (ACADEMIC YEAR 2003-04) FEDERAL AND STATE ALLOCATIONS FOR NEED-BASED AID, AND UHEAA SCHOLARSHIP ALLOTMENTS

IV. FY 2004 CHANGES FROM FY 2003, CAMPUS-BASED FEDERAL + STATE, LEAP/SLEAP, UCOPE, AND UHEAA SCHOLARSHIPS#

		Campus-Based FY 2003 (1)	LEAP/ SLEAP FY 2003 (2)	UCOPE FY 2003 (3)	TOTAL Fed/State [(1) thru (3) FY 2003 (4)	Campus-Based FY 2004 (5)	LEAP/ SLEAP FY 2004 (6)	UCOPE FY 2004 (7)	TOTAL Fed/State [5) thru (7) FY 2004 (8)	**FY 2004 Change Total Fed/State (9)**	UHEAA Scholarships FY 2003 (10)	UHEAA Scholarships FY 2004 (11)	**FY 2004 Change in UHEAA Scholarships (12)**
1	University of Utah	$2,683,532	$366,476	$266,870	$3,316,878	$2,671,372	$366,252	$230,340	$3,267,964	**-$48,914**	$158,000	$406,000	**$248,000**
2	Utah State University	$2,042,590	$276,569	$380,460	$2,699,619	$2,028,550	$275,333	$312,170	$2,616,053	**-$83,566**	$100,000	$262,000	**$162,000**
3	Weber State University	$1,816,540	$220,912	$249,400	$2,286,852	$1,816,540	$219,595	$207,710	$2,243,845	**-$43,007**	$55,000	$165,000	**$110,000**
4	Southern Utah University	$507,840	$97,323	$149,480	$754,643	$500,610	$92,313	$110,740	$703,663	**-$50,980**	$45,000	$163,000	**$118,000**
5	Utah Valley State College	$2,406,156	$223,825	$280,100	$2,910,081	$2,275,850	$245,191	$277,120	$2,798,161	**-$111,920**	$45,000	$214,000	**$169,000**
6	Dixie State College	$475,330	$64,642	$94,750	$634,722	$475,330	$63,161	$79,610	$618,101	**-$16,621**	$35,000	$66,000	**$31,000**
7	Snow College	$292,950	$51,699	$74,570	$419,219	$295,890	$47,999	$61,100	$404,989	**-$14,230**	$25,000	$45,000	**$20,000**
8	College of Eastern Utah	$221,320	$35,359	$67,230	$323,909	$186,800	$35,159	$54,140	$276,099	**-$47,810**	$25,000	$45,000	**$20,000**
9	Salt Lake Comm College	$1,103,220	$261,125	$213,010	$1,577,355	$1,069,920	$266,041	$237,380	$1,573,341	**-$4,014**	$25,000	$127,000	**$102,000**
10	UCAT Davis	$81,510	$17,606	$8,760	$107,876	$81,510	$14,950	$7,600	$104,060	**-$3,816**	$1,200	$2,700	**$1,500**
11	UCAT Ogden-Weber	$184,960	$22,961	$15,410	$223,331	$169,960	$21,270	$13,280	$204,510	**-$18,821**	$1,200	$2,700	**$1,500**
12	UCAT Bridgerland		$17,211	$5,600	$22,811		$14,712	$4,710	$19,422	**-$3,389**	$1,200	$2,700	**$1,500**
13	UCAT Uintah Basin										$1,200	$2,700	**$1,500**
14	SUBTOTAL USHE	$11,815,948	$1,655,708	$1,805,640	$15,277,296	$11,572,332	$1,661,976	$1,595,900	$14,830,208	**-$447,088**	$517,800	$1,503,800	**$986,000**
15	Westminster College		$36,087	$34,560	$70,647		$36,684	$27,450	$64,134	**-$6,513**	$45,000	$57,000	**$12,000**
16	Brigham Young University			$193,730	$193,730			$149,670	$149,670	**-$44,060**	$135,000	$201,000	**$66,000**
17	LDS Business College			$2,070	$2,070			$1,990	$1,990	**-$80**	$5,000	$8,000	**$3,000**
18	SUBTOTAL PRIVATE*		$36,087	$230,360	$266,447		$36,684	$179,110	$215,794	**-$50,653**	$185,000	$266,000	**$81,000**
20	GRAND TOTAL	$11,815,948	$1,691,795	$2,036,000	$15,543,743	$11,572,332	$1,698,660	$1,775,010	$15,046,002	**-$497,741**	$702,800	$1,769,800	**$1,067,000**

*Omits Private Institution Campus-Based Programs.

#Does not include institutionally-funded need-based (or other) student financial aid, or Federal Pell Grants.

F[illegible]L YEAR 2004 (ACADEMIC YEAR 2003-04) FEDERAL AND STATE AI[illegible]ATIONS FOR NEED-BASED AID, AND UHEAA SCHOLARSHIP ALL[illegible]ENTS

V. CA[illegible]ULATION OF USHE FY 2004 MATCHING ALLOCATIONS FOR CAMPUS-BASED PROGRAMS

	2003-04 Federal Allocation	2003-04 State Match Allocation	2003-04 Total Available	State Match % Of Total	Comparison of FY 2004 and FY 2003		
					FY 2003 Total Available	FY 2004 Change From FY 2003	FY 2004 % Change From 2003
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

A. Federal Perkins Loan Program--For New Capital Contributions

(Matching Requirement: Institutional (nonFederal) portion of contribution mus be at least 25% of total capital contribution.)

1	University of Utah	$389,414	$129,806	$519,220	25.0002%	$519,220	$0	0.00%
2	Utah State University	$128,913	$42,967	$171,880	24.9983%	$171,880	$0	0.00%
3	Weber State University	$182,319	$60,771	$243,090	24.9994%	$243,090	$0	0.00%
4	Southern Utah University	$18,464	$6,156	$24,620	25.0041%	$23,910	$710	2.97%
5	Utah Valley State College	$77,125	$25,705	$102,830	24.9976%	$89,760	$13,070	14.56%
	[Supplemental*]					$1,378	-$1,378	-100.00%
	[Total non-College]	$77,125	$25,705	$102,830		$91,138	$11,692	12.83%
6	Dixie State College	$72,927	$24,313	$97,240	25.0031%	$97,240	$0	0.00%
7	Snow College	$48,618	$16,202	$64,820	24.9954%	$64,820	$0	0.00%
8	College of Eastern Utah	$19,751	$6,579	$26,330	--	$0	$26,330	100.00%
9	Salt Lake Comm College	$217,034	$72,346	$289,380	25.0003%	$289,380	$0	0.00%
10	Davis AT College							
11	Ogden-Weber AT College							
12	Bridgerland AT College							
13	Uintah Basin AT College							
14	TOTAL USHE	$1,154,565	$384,845	$1,539,410	24.9995%	$1,500,678	$38,732	2.58%

V. CALCULATION OF USHE FY 2004 MATCHING ALLOCATIONS FOR CAMPUS-BASED PROGRAMS (Continued)

B. Federal Supplemental Educational Opportunity Grant (FSEOG) Program

(Matching Requirement: Institutional (nonFederal) portion of award must be at least 25% of total FSEOG amount awarded.)

		2003-04 Federal Allocation	2003-04 State Match Allocation	Total Available	State Match % Of Total	Comparison of FY 2004 and FY 2003: FY 2003 Total Available	FY 2004 Change From FY 2003	FY 2004 % Change From 2003
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	University of Utah	$552,815	$184,275	$737,090	25.0003%	$749,250	-$12,160	-1.62%
2	Utah State University	$695,593	$231,867	$927,460	25.0002%	$927,460	$0	0.00%
3	Weber State University	$461,583	$153,857	$615,440	24.9995%	$615,440	$0	0.00%
4	Southern Utah University	$156,278	$52,092	$208,370	24.9998%	$208,370	$0	0.00%
5	Utah Valley State College	$677,644	$225,886	$903,530	25.0004%	$836,810	$66,720	7.97%
	[Supplemental*]					$7,518	-$7,518	-100.00%
	[Total non-College]	$677,644	$225,886	$903,530		$844,328	$59,202	7.01%
6	Dixie State College	$107,712	$35,908	$143,620	25.0021%	$143,620	$0	0.00%
7	Snow College	$82,143	$27,377	$109,520	24.9973%	$109,520	$0	0.00%
8	College of Eastern Utah	$46,638	$15,542	$62,180	24.9952%	$100,000	-$37,820	100.00%
9	Salt Lake Comm College	$305,622	$101,878	$407,500	25.0007%	$343,250	$64,250	18.72%
10	Davis AT College	$36,603	$12,197	$48,800	24.9939%	$48,800	$0	0.00%
11	Ogden-Weber AT College	$64,437	$21,483	$85,920	25.0035%	$85,920	$0	0.00%
12	Bridgerland AT College							
13	Uintah Basin AT College							
14	TOTAL USHE	$3,187,068	$1,062,362	$4,249,430	25.0001%	$4,175,958	$73,472	1.76%

V. CALCULATION OF USHE FY 2004 MATCHING ALLOCATIONS FOR CAMPUS-BASED PROGRAMS (Continued)

C. Federal Work Study (FWS) Program

(Matching Requirement: Varies--For Institutional jobs, in most cases, school match must be at least 25% of total wages paid. Funds for match to 15% of total wages paid are provided from the central student aid appropriation. Balance will have to come from institution or outside employers.)

		2003-04 Federal Allocation	2003-04 State Match Allocation	Total Available	State Match %	Comparison of FY 2004 and FY 2003: FY 2003 Total Available	FY 2004 Change From FY 2003	FY 2004 % Change From 2003
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	University of Utah	$1,202,800	$212,262	$1,415,062	15.0002%	$1,415,062	$0	0.00%
2	Utah State University	$789,826	$139,384	$929,210	15.0003%	$943,250	-$14,040	-1.49%
3	Weber State University	$814,307	$143,703	$958,010	15.0002%	$958,010	$0	0.00%
4	Southern Utah University	$227,478	$40,142	$267,620	14.9996%	$275,560	-$7,940	-2.88%
5	Utah Valley State College	$1,079,065	$190,425	$1,269,490	15.0001%	$1,170,690	$98,800	8.44%
	[Supplemental*]					$300,000	-$300,000	-100.00%
	[Total non-College]	$1,079,065	$190,425	$1,269,490		$1,470,690	-$201,200	-13.68%
6	Dixie State College	$199,296	$35,174	$234,470	15.0015%	$234,470	$0	0.00%
7	Snow College	$103,321	$18,229	$121,550	14.9971%	$118,610	$2,940	2.48%
8	College of Eastern Utah	$83,546	$14,744	$98,290	15.0005%	$121,320	-$23,030	100.00%
9	Salt Lake Comm College	$317,083	$55,957	$373,040	15.0003%	$470,590	-$97,550	-20.73%
10	Davis AT College	$27,806	$4,904	$32,710	14.9924%	$32,710	$0	0.00%
11	Ogden-Weber AT College	$71,435	$12,605	$84,040	14.9988%	$99,040	-$15,000	-15.15%
12	Bridgerland AT College							
13	Uintah Basin AT College							
14	TOTAL USHE	$4,915,963	$867,529	$5,783,492	15.0001%	$6,139,312	-$355,820	-5.80%

FISCAL YEAR 2004 (ACADEMIC YEAR 2003-04) FEDERAL AND STATE ALLOCATIONS FOR NEED-BASED AID, AND UHEAA SCHOLARSHIP ALLOTMENTS

VI. ALLOCATION OF LEAP/SLEAP FEDERAL AND STATE MATCHING FUNDS

		Actual 2001-02 FTE Postsecondary Resident Enrollments	Actual 2001-02 FTE Enrollment % of Total All Schools	2003-04 Federal Funds Allocation $494,248	2003-04 State Funds Allocation $1,204,150	2003-04 Total Federal+State LEAP/SLEAP Funds	Comparison of FY 2004 w/FY 2003		
							FY 2003 Total LEAP/SLEAP Funds	FY 2004 Change From FY 2003 Total	FY 2004 % Change From FY 2003
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	University of Utah	22,127	21.6%	$106,582	$259,670	$366,252	$366,476	-$224	-0.06%
2	Utah State University	16,634	16.2%	$80,123	$195,210	$275,333	$276,569	-$1,236	-0.45%
3	Weber State University	13,267	12.9%	$63,905	$155,690	$219,595	$220,912	-$1,317	-0.60%
4	Southern Utah University	5,577	5.4%	$26,863	$65,450	$92,313	$97,323	-$5,010	-5.15%
5	Utah Valley State College	14,813	14.4%	$71,351	$173,840	$245,191	$233,825	$11,366	4.86%
6	Dixie State College	3,816	3.7%	$18,381	$44,780	$63,161	$64,642	-$1,481	-2.29%
7	Snow College	2,900	2.8%	$13,969	$34,030	$47,999	$51,699	-$3,700	-7.16%
8	College of Eastern Utah	2,109	2.1%	$10,159	$25,000	$35,159	$35,359	-$200	-0.57%
9	Salt Lake Comm College	16,073	15.7%	$77,421	$188,620	$266,041	$261,125	$4,916	1.88%
10	Davis AT College	903	0.9%	$4,350	$10,600	$14,950	$17,606	-$2,656	-15.09%
11	Ogden-Weber AT College	1,285	1.3%	$6,190	$15,080	$21,270	$22,961	-$1,691	-7.37%
12	Bridgerland AT College	889	0.9%	$4,282	$10,430	$14,712	$17,211	-$2,499	-14.52%
13	Uintah Basin AT College								
14	SUBTOTAL USHE	100,393	97.8%	$483,576	$1,178,400	$1,661,976	$1,665,708	-$3,734	-0.22%
15	Westminster College	2,216	2.2%	$10,674	$26,010	$36,684	$36,087	$597	1.65%
16	GRAND TOTAL LP/SLP	102,609	100.00%	$494,250	$1,204,410	$1,698,660	$1,701,795	-$3,137	-0.18%

VII. ALLOTMENT OF UCOPE FUNDS

		Actual 2001-02 Pell $ Awarded to Residents (1)	Percentage of Total $ Awards (2)	Total FY 2004 Funds Allotted (3)	COMPARISON OF FY 2004 WITH FISCAL YEAR 2003 FY 2003 Allotment (4)	FY 2004 Change (5)	FY 2004 % Change (6)
1	University of Utah	$10,250,592	12.98%	$230,340	$266,870	-$36,530	-13.69%
2	Utah State University	$13,892,328	17.59%	$312,170	$380,460	-$68,290	-17.95%
3	Weber State University	$9,243,416	11.70%	$207,710	$249,400	-$41,690	-16.72%
4	Southern Utah University	$4,928,291	6.24%	$110,740	$149,480	-$38,740	-25.92%
5	Utah Valley State College	$12,333,788	15.61%	$277,120	$280,100	-$2,980	-1.06%
6	Dixie State College	$3,542,828	4.49%	$79,610	$94,750	-$15,140	-15.98%
7	Snow College	$2,718,883	3.44%	$61,100	$74,570	-$13,470	-18.06%
8	College of Eastern Utah	$2,408,496	3.05%	$54,140	$67,230	-$13,090	-19.47%
9	Salt Lake Comm College	$10,563,802	13.37%	$237,380	$213,010	$24,370	11.44%
10	Davis AT College	$338,074	0.43%	$7,600	$8,760	-$1,160	-13.24%
11	Ogden-Weber AT College	$591,075	0.75%	$13,280	$15,410	-$2,130	-13.82%
12	Bridgerland AT College	$209,455	0.27%	$4,710	$5,600	-$890	-15.89%
13	Uintah Basin AT College						
14	SUBTOTAL USHE	$71,021,028	89.91%	$1,595,900	$1,805,640	-$209,740	-11.62%
15	Westminster College	$1,221,751	1.55%	$27,450	$34,560	-$7,110	-20.57%
16	Brigham Young Univ	$6,660,450	8.43%	$149,670	$193,730	-$44,060	-22.74%
17	LDS Business College	$88,400	0.11%	$1,990	$2,070	-$80	-3.86%
18	SUBTOTAL PRIVATE	$7,970,601	10.09%	$179,110	$230,360	-$51,250	-22.25%
19	GRAND TOTAL UCOPE	$78,991,629	100.00%	$1,775,010	$2,036,000	-$260,990	-12.82%

Rule change adopted June 20, 2002 eliminates the previous requirement for Work Study funding from UCOPE for Fiscal Years 2003 and 2004. Institutions still have the option to use any portion of their allotments for Work Study. This change is justified because of the compensating strong Federal Government emphasis on Work Study Funding. The combined Federal and State funds will continue a strong emphasis.

FISCAL YEAR 2004 (ACADEMIC YEAR 2003-04) FEDERAL AND STATE ALLOCATIONS FOR NEED-BASED AID, AND UHEAA SCHOLARSHIP ALLOTMENTS

VIII Allotment of UHEAA Scholarships, Including Special One-Time Provision for FY 2004

			Calculation of FY 2004 Supplemental Provision									
		FY 2003 Allotment	2001-02 Annualized FTE Enrollment	% of Total FTE Factor	Grad Wtg Factor	Small School Wtg Factor	Tuition Increase Factor	Budget *Cut* Factor	Combined Allocation Factor	Combined Allocation Factor % of Total	Supplmntal Allotment For FY 2004	Total Allotment For FY 2004 [(1) + (9)]
		(1)	(2)	(3)	(4)		(6)	(7)	(8)	(9)	(10)	(11)
1	University of Utah	$158,000	26,260	0.164	1.40	1.00	10.8	1.20	2.975	22.60%	$248,000	$406,000
2	Utah State University	$100,000	19,049	0.119	1.30	1.00	10.5	1.20	1.948	14.80%	$162,000	$262,000
3	Weber State University	$55,000	14,327	0.089	1.10	1.00	11.2	1.20	1.322	10.05%	$110,000	$165,000
4	Southern Utah University	$45,000	6,134	0.038	1.10	1.30	21.5	1.20	1.413	10.74%	$118,000	$163,000
5	Utah Valley State College	$45,000	17,097	0.107	1.00	1.00	15.8	1.20	2.024	15.38%	$169,000	$214,000
6	Dixie State College of Uta	$35,000	4,212	0.026	1.00	1.40	8.3	1.20	0.367	2.79%	$31,000	$66,000
7	Snow College	$25,000	3,141	0.020	1.00	1.45	7.2	1.20	0.246	1.87%	$20,000	$45,000
8	College of Eastern Utah	$25,000	2,197	0.014	1.00	1.50	8.9	1.33	0.244	1.85%	$20,000	$45,000
9	Salt Lake Comm College	$25,000	16,885	0.105	1.00	1.00	9.7	1.20	1.227	9.32%	$102,000	$127,000
10	NINE-INST SUBTOTA	$513,000	109,302	0.682						89.39%	$980,000	$1,493,000
11	Utah Col of Applied Tech	$10,800	3,017	0.019	1.00	1.45	5.3	1.20	0.174	1.32%	$13,500	$24,300
12	SUBTOTAL USHE	$523,800	112,319	0.701						90.71%	$993,500	$1,517,300
13	Brigham Young University	$135,000	32,700	0.204	1.30	1.00	3.0	1.00	0.796	6.05%	$66,000	$201,000
14	BYU Idaho	$30,000	9,200	0.057	1.00	1.10	3.0	1.00	0.190	1.44%	$16,000	$46,000
15	BYU Hawaii	$5,000	2,000	0.012	1.00	1.50	3.0	1.00	0.056	0.43%	$5,000	$10,000
16	Westminster College	$45,000	2,580	0.016	1.05	1.40	6.0	1.00	0.142	1.08%	$12,000	$57,000
17	LDS Business College	$5,000	1,365	0.009	1.00	1.55	2.9	1.00	0.038	0.29%	$3,000	$8,000
18	OTHER COLLEGEATE SUB	$220,000	47,845	0.299						9.29%	$102,000	$322,000
19	PUBLIC+NONPROF SUBT	$743,800	160,164	1.000					13.161	100.00%	$1,095,500	$1,839,300
20	Utah Proprietary Schools	$72,000									$4,500	$76,500
21	TOTAL	$815,800									$1,100,000	$1,915,800

UHEAA Scholarships are funded directly by net operating revenues of UHEAA's Student Loan Secondary Market [State Board of Regents Student Loan Purchase Program], after provision for bond costs and required bond reserves, outreach and operating expenses, costs of lender participation incentives, current expenses and underwriting reserves for borrower benefits (reductions in interest and principal expenses), liquidity and other necessary contingency and capital reserves. The Scholarships supplement programs funded with federal and/or state appropriations.

August 28, 2003

NOTES ON NEED-BASED STUDENT FINANCIAL AID

1. Utah's two state-supported need-based programs are administered on a decentralized basis.

   a. The two programs are:

      (1) Utah Centennial Opportunity Program for Education (UCOPE); and

      (2) Leveraging Educational Assistance Partnership (LEAP), funded with federal and state matching funds.

   b. Allotments are calculated for participating institutions, and the institutions include the funds in their awards to individual students, along with the campus-based federal program funds.

   c. UHEAA rules for the programs provide for use of the federal needs analysis in determining eligibility for the Utah-funded programs.

2. For USHE institutions, UHEAA (for the Board of Regents) allocates matching funds for the institution-based federal student aid programs from the Statewide Line Item for Student Aid. The matching funds for the federal work study program presently are partial, requiring some additional matching funds directly from institutional resources.

3. The financial aid award process works as follows:

   a. In advance of the school year ("enrollment period"), the individual student (or prospective student) completes and submits a "Free Application for Student Financial Aid" (FAFSA). This can be accomplished on-line. The U.S. Department of Education's contracted "central processor" returns a "Student Aid Report" (SAR) to both the student and the institution or institutions designated by the student to receive it. The SAR includes an expected family contribution (EFC) amount. The calculation criteria are different for students identified as "dependent" or "independent."

   b. For students who meet federally-defined high need criteria, the federal government directly awards a Pell Grant, and notifies the students' institution of the amounts of the awards. At the proper time the institutions draw down the Pell Grant award for their students.

c. As a first step in the student aid "packaging" process, the institutional financial aid office prepares cost-of-attendance (COA) budgets for students at the institution. The factors and amounts typically included in the COA budgets tend toward the penurious, but include tuition and required fees, educational materials and tightly defined living and transportation expenses.

d. Institutions typically use computer programs to process the "packaging" of aid to individual students. Using these programs–

(1) The starting point is the amount of the applicable COA budget.

(2) Any applicable scholarships received by the student are deducted.

(3) The EFC (expected family contribution) is deducted.

(4) The amount of the student's Pell Grant (if applicable) is deducted.

(5) Using parameters defined by the institution, the computer program distributes available institution-based grant, work-study and loan funds (including allocated LEAP and UCOPE funds) to individual students. Typically, the available funds fall far short of meeting the remaining amount needed to meet the full COA budget.

(6) Federal Family Education Loan Program (FFELP) loans are added to the calculated package to the extent needed to meet the remaining gap between EFC, scholarships, grants, and work-study awards and the total COA budget. Students of course have the option whether to apply for and accept the student loan amounts included in their packages, or to try to get by with less financial resources than authorized in the package, of which they are informed in an award letter from the institution. Sometimes students drop out or reduce their course loads rather than use all or some part of the authorized loans.

5. Financial aid funds are "delivered" by the following process–

a. FFELP loan funds are disbursed to the institutions on specified disbursement dates (tied to beginning of enrollment periods), through consolidated electronic fund transfers (EFT). The institutions draw federal funds for Pell Grants and institution-based programs on a "just-in-time" basis from the Federal Government.

b. The institution establishes a student aid account for each student, distributes funds for direct expenses owed the institution from the accounts, and provides "residual" checks for the remaining balances in student accounts to the students. (Increasingly, institutions are providing direct deposits of residual amounts into designated student checking accounts. Experiments are underway to deliver the residual funds on "smart cards.")

CGN

Attachment 3

The Salt Lake Tribune TribAccess

Affirmative action and elitism ... 06/29/2003

The Salt Lake Tribune

Date: 06/29/2003 **Edition:** Final **Section:** Opinion **Page:** AA6
Keywords: Guest Column

Photo Caption: Kermit L. Hall

Affirmative action and elitism: It isn't the wealthy getting shut out of college

By Kermit L. Hall

The recent decisions by the Supreme Court in the Michigan affirmative action cases remind us of the ability of the court and of Americans to hold contradictory ideas simultaneously.

A slim majority in the first case, Grutter v. Bollinger, concluded that diversity is a worthy goal, that universities may make diversity part of their policies so long as it is "narrowly tailored," and that it is one of several variables to be considered. A school can use race to achieve diversity through an admissions process designed to establish a "critical mass" of historically under-represented students. In the undergraduate case, Gratz v. Bollinger, justices rejected an admissions program that awarded points to applicants based on race, calling such practice "mechanical," tantamount to quotas, and not narrowly tailored.

A deeply divided court mirrors a deeply divided America. A recent survey in The Chronicle of Higher Education indicated a strong majority of citizens considers diversity in higher education an appropriate goal, but a similar majority believes the use of racial preferences to achieve the goal is unacceptable. Americans want equity and opportunity, but are troubled by state-mandated racial preferences to achieve such ends.

As the debate proceeds, we should consider what New York Times columnist Robert Lipsyte terms the "dirty little secret" of American higher education and America in general: Wealth too often determines who garners the nation's greatest rewards. Rarely if ever acknowledged is the whiff of elitism that pervades the current debate over affirmative action. Michigan and other elite institutions that have highly selective admissions hardly represent the world of higher education, where most colleges and universities routinely assure access and opportunity.

Peterson's Guide places only 215 four-year colleges and universities, or about 12 percent of all institutions of higher education, in one of the top two categories of selectivity. Two-year schools are overwhelmingly based on open admissions. And the vast majority of undergraduate institutions, such as Utah State University, accept almost all academically qualified candidates. Utah State and other land-grant schools historically have provided access and opportunity to sons and daughters from families of all economic stripes -- farmers, ranchers, salespersons, laborers, bankers, lawyers and car mechanics.

Admissions policies alone by no means define the entire future of diversity in higher education. The single greatest barrier for most students, minority students especially, is the inability to gain a sufficient financial foothold to enter, persist in and graduate from any institution -- selective or not. About 77 percent of undergraduates at four-year colleges and universities have jobs, and 26 percent work full time.

Limited need-based scholarship funds and rising tuition costs will prevent more than 4 million qualified high school graduates this decade from attending four-year colleges. A congressional report, "Empty Promises," focuses on students who have taken college preparatory courses and maintained grade averages of B-minus or better. Among such students from low-income families -- those making less than $25,000 a year -- 22 percent do not pursue any higher education and another 26 percent do not go to four-year schools.

At the same time, only 4 percent of students from families with incomes exceeding $75,000 do not pursue higher education and another 12 percent do not go to four-year schools. Terry Hartle, a senior vice president with the American Council on Education (ACE), summed up the matter nicely: "Smart poor kids go to college at the same rate as stupid rich kids, and that's a tragedy."

Many states have slashed direct college aid for all students and raised tuition and fees. The burden of college costs falls hardest on students from families with incomes of less than $50,000 a year, disproportionately minority families. ACE says the outlook is sobering. "Without increases in grant aid, these trends [for needy students] are irreversible." This is the real crisis in higher education, hitting hardest students from historically under-represented groups and lower-income families, and families with little or no experience with higher education.

The best "affirmative action" is to ensure that every student seeking higher education can afford a quality college experience. The responsibility to do so in the public arena rests squarely with states that are now abandoning the social contract they long ago forged with higher education. Its terms: universities would keep tuition in check and their doors wide open; states would provide subsidies, including direct financial aid. That contract is quickly dissolving as tough economic times and other demands, notably K-12 education, force choices that invariably work against higher education, considered discretionary in state budgets.

Levels of income should not determine levels of opportunity; equity and access must be significant components of a successful vision of a meritocracy. The fate of minority and other undergraduate students in non-elite institutions does not rest with the high court's decisions.

Better financial support and renewed respect for the contributions of the colleges and universities that work day in and day out to provide educational opportunities for all undergraduate students will make the real difference.

Kermit L. Hall is the president of Utah State University.

MEMORANDUM

September 3, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah State University – School of the Arts, Phase I, Recital Hall

Issue

The intent of this information item is to update Regents regarding the status of a previously approved non-state funded capital development project for an addition to the Nora Eccles Harrison Museum of Art at Utah State University.

Background

As described in the attached letter from Vice President Fred Hunsaker, in 1999 the Regents and the Legislature authorized a non-state funded project for a Recital Hall as an addition to the Museum of Art. The University has now identified the funding required and is proceeding with DFCM in programming and design.

Due to the time that has elapsed since the project was approved, and because of changes in the scope of the project, USU will provide an update to the Board on current plans for the project.

Recommendation

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

CHF/MHS
Attachment

Cecelia H. Foxley, Commissioner

MEMORANDUM

September 3, 2003

TO: Utah State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE Capital Development Projects

Issue

Attached for Regent consideration is a list of each USHE institution's top state-funded capital development priorities and land acquisition proposals for 2004-05. During the September 11 meeting, Presidents will briefly present the scope and need for these projects to the Regents. The final scoring from the Qualification and Prioritization (Q & P) Process, which is established by Regent policy to assist in prioritizing capital development projects, will be hand-carried to the meeting. At that time, Regents will be asked to take action to prioritize projects for 2004-05. The USHE prioritized list will then be presented to the State Building Board the morning of September 12. It will also be forwarded to the Governor and Legislature for consideration during the 2004 General Session.

Background

Each year USHE institutions submit capital development proposals for Regent consideration. An unprioritized summary of each institution's top priority for 2004-05 is shown in Attachment 1. Attachment 2 contains a brief narrative description for each project. At the board meeting, Presidents will briefly present the top state-funded capital development priority for their respective institutions. President Greg Fitch will also present the top priorities for UCAT. However, no Regent action is required for the UCAT projects due to the separate statutory authority that grants the UCAT Board of Trustees the ability to establish capital development priorities and forward them directly to the Building Board, Governor, and Legislature.

The results of the Q & P will also be presented as input for the Regents to help prioritize these projects. The Q & P process is outlined in Regent Policy R741 and described in Attachment 3. Policy R741 develops a nine-step point-scoring formula intended to help Regents weigh the relative need for various capital development projects. The formula attempts to balance two competing interests -- the need to accommodate growth and the need to care for existing facilities. This is done through consideration of the following factors: (1) space needs based on current inventories and projected enrollment levels, (2) institutional priorities, (3) outside funding, (4) life-safety issues, and (5) infrastructure needs.

The quantitative Q & P formula cannot account for all influential factors in prioritizing facilities. Concerning the Q & P, Policy R741 states, "The nine steps however do not replace Regental deliberations which take into account other factors which are not quantifiable but nevertheless important…" Last year,

amendments to Policy R741 were presented which would have created a new category of priority points to be awarded based on a project's centrality to an institution's mission or the criticality of programs that would be housed in a capital development project. Regents did not adopt the new policy language, but used the criteria outlined in the proposed policy to break ties for projects that scored an equal number of Q & P points.

The projects presented at this time do not represent all capital development needs in the USHE. Institutions submit only their top projects for consideration. In addition, the institutional submissions have been pared down further (based on Q & P points) to a list of 9 projects and one land acquisition proposal.

Four of these projects, each involving the renovation or replacement of existing space with life-safety issues, have received special review as required by Policy R741. These projects have been assessed based on facility condition analysis reports published by the Division of Facilities Construction and Management (DFCM). Additional input was received from DFCM project managers and engineers to determine the severity of the life safety issues associated with the projects. In all cases, and in compliance with Policy R741, these projects will receive extra priority points due to their urgency.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents:

1. review the attached list of capital development priorities and land acquisition proposals for 2004-05,
2. receive presentations from the Presidents concerning the need for each project at the Board Meeting,
3. receive the results of the Q & P and hold "deliberations which take into account other factors which are not quantifiable but nevertheless important…", and
4. adopt a prioritized list of projects to be forwarded to the State Building Board, the Governor, and the Legislature for consideration.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachments

USHE Capital Development and Land Acquisition Priorities

2004-05 Proposed Development Projects

September 3, 2003

SBR Rank	Project	State Cost Request	Previous State Funds	Estimated State O&M [1]	Other Funds	New GSF [1]	Remodeled GSF	Disposed GSF	Net Additional GSF	Major Infrastructure
--	UU Marriott Library Adaptation and Automated Storage and Retrieval System (ASRS) Facility Addition	$50,300,000	$0	$321,800	$17,000,000	14,587	302,000		14,587	
--	USU Animal Science Renovation	$4,500,000	$0	$27,000	$0		29,259		0	
--	WSU Reed K. Swensen Building Renovation/Remodel	$5,500,000	$0	$75,400	$3,000,000		42,800		0	
--	SUU Teacher Education Building	$10,800,000	$0	$320,500	$3,400,000	62,025			62,025	
--	Snow Library/Classroom Building [2]	$17,000,000	$0	$135,000	$2,000,000	96,000			96,000	
--	DSC Health Sciences Building	$15,400,000	$0	$450,800	$0	70,000			70,000	
--	CEU San Juan Library and Health Sciences Building	$3,750,000	$0	$131,700	$750,000	28,080			28,080	
--	UVSC Digital Learning Center	$30,000,000	$0	$902,500	$0	146,000			146,000	
--	SLCC Health Sciences and General Classroom Building	$19,154,700	$0	$762,000	$0	127,000			127,000	
Land	WSU McKay-Dee Hospital Property	$7,700,000	$0	$201,600	$0				N/A	
UCAT #1	Uintah Basin ATC -- Vernal Campus [3]	$10,735,000	$0	$333,000	$0	66,600	5,000		66,600	
UCAT #2	Bridgerland ATC -- Bourns Building Acquisition [3]	$3,550,000	$0	$240,000	$0	87,731			87,731	
	Totals			$3,328,300		610,292	379,059	0	610,292	

Notes:

(1) Figures are preliminary estimates and subject to Regents, DFCM, and/or institutional review.

(2) Snow College has plans to obtain additional other funds of $7 million, which would reduce the state cost request to $10,000,000. However, because these amounts are not yet in hand, Policy R741 prescribes that they may not be considered for "Other Funds" points in the Q & P process.

(3) The top two priority projects for UCAT, which are being heard by the Building Board, are listed for Regent information only. These projects are not to be prioritized against other USHE projects.

USHE 2004-05 CAPITAL DEVELOPMENT PROJECTS
(Institutions' #1 Priorities Only)

UNIVERSITY OF UTAH

Marriott Library Renovation/Automated Storage and Retrieval System (ASRS) Facility Addition: University of Utah officials propose to renovate the original Marriott Library building, which was constructed in 1968. Although an addition to the library opened in 1996, structural and life safety concerns, along with the need to increase the functionality of the original space, necessitates this renovation project. Programs provided in the facility include library administration, public services (such as collections, reference stations, classrooms, and multimedia center), special collections, and technical services. The renovation would provide the opportunity to reorganize existing space that is unusable or configured poorly to better meet the dynamic needs of a research university library in the technology age. The total size of the renovation project is 302,000 GSF. In addition, the project plans to add 14,587 GSF of new space to house an Automated Storage and Retrieval System (ASRS), which will provide an efficient means for the long term storage and growth of library collections. Using institutional funds, the University has completed programming for the renovation project and is currently proceeding with design for the renovation and ASRS facility. The preliminary cost estimate for the complete project is $67,300,000. The University has secured $17,000,000 in non-state funding to apply toward the total construction cost. The University is requesting $50,300,000 of state funds to cover the balance of the total construction cost. The estimated new state funded O & M request would be approximately $321,800.

UTAH STATE UNIVERSITY

Animal Science Building Renovation: USU proposes to remodel and renovate an estimated 29,259 GSF of the Animal Science building originally constructed in 1918. This building is centrally located on the historic USU Quad. The building is heavily used and currently houses the Department of Journalism and Communication, the Toxicology unit of the Department of Animal, Dairy and Veterinary Sciences, the Weber State University Nursing Program, part of the Asian Studies Program, the American Indian Program, graduate students, and some faculty of the Department of Languages and Philosophy. Although the facility has remained operational for the past 85 years, it has not had any significant upgrades or renovation for at least 50 years. The renovation would address the following issues: replacing mechanical systems; upgrading electrical service; replacing electrical systems and building lighting; connecting to the Quad chilled water loop and installing an air conditioning system; resolving the inadequate fire exiting problems; installing a building wide fire suppression system; resolving seismic concerns; removing asbestos; and renovating and reconfiguring underutilized areas. The project's cost estimate is $4,500,000. The estimated new state funded O & M request would be approximately $27,000.

WEBER STATE UNIVERSITY

Reed K. Swensen Building Renovation: WSU proposes to remodel and renovate an estimated

42,800 GSF of a 97,320 GSF building originally constructed in 1962. This building is heavily used but has had only minor improvements or functional enhancements since its construction, and does not adequately support the needs of the three departments depending upon this facility for course and activity offerings. According to a 2001 ISES evaluation (state consultant), major infrastructure upgrades are required, including: guardrail safety and access upgrades, improved fire alarm and detection system, installation of a wet-pipe fire sprinkler system, ADA handrail and guardrail modifications, lever actuated locksets and adjustable closers, HVAC system redesign and replacement, replacement of primary and secondary electrical system, upgrade of interior lighting, and replacement of the swimming pool filtration and heating system. In addition, the thermal glazing in the exterior is inefficient, ceiling and flooring materials are worn, and all piping for the plumbing is rapidly deteriorating galvanized steel. Another life safety concern, documented since the 2001 ISES evaluation, regards seismic concerns. The Swenson Building was constructed in an era when seismic construction standards were minimal, consequently, this building falls far below current codes. All buildings at Weber State University are located within a "Seismic Zone 4", on a scale of 1 to 4, based upon the latest version of the Uniform Building Code. The situation at the Swenson Building is especially acute as it lies within a fault rupture area of the Wasatch Fault. An important component of the proposed project is to extend the campus chilled water system to the Swensen Building, which is not air conditioned. The total cost estimate is $8,500,000, of which $5,500,000 is requested from state support and $3,000,000 is committed from the Stewart Educational Foundation. As the renovation is completed, WSU expects the estimated new state funded O & M request would be approximately $75,400.

SOUTHERN UTAH UNIVERSITY

Teacher Education Building: SUU proposes to construct a new Teacher Education Building consisting of 62,025 GSF. The building will include faculty offices, classrooms, and technology laboratories. The new building will also serve as a Center for Best Practices in Teacher Education with emphasis on Math, Science, and Technology Education. Although SUU is the second largest producer of teachers among Utah's public institutions, it has been using a building that is 105 years old. The enrollment growth rate in Teacher Education (undergraduate and graduate) has been approximately 6 percent per year. To accommodate current needs, teacher education students and faculty are presently spread across five different buildings on campus. As of August 1, 2003, the existing Old Main space has been closed due to life safety issues; however, the building still has historical value. The Teacher Education faculty, staff, and programs have been re-located to various other locations. A new building site is available on the north east side of campus. In 1998, plans were made to acquire and renovate the Cedar City Middle School with intentions to use this building as the future home for a Teacher Education building. Due to a host of unforeseen problems, the middle school building has since been demolished and the land site is now available for a new building. The cost estimate is $10,800,000. The estimated new state funded O & M request would be approximately $320,500.

SNOW COLLEGE

Snow College and Ephraim City Library/Classroom Building: Snow is proposing construction of a new 96,000 GSF library and classroom building. Snow College would like the new building to

consist of approximately 60,000 GSF for the new college library, 30,000 GSF for additional classroom space and 6,000 GSF for the City Library of Ephraim. Due to the loss of the recently demolished buildings on campus, 9,400 GSF of existing college library space has been reassigned to stage other necessary services. In the meantime, student demands for library services have soared and the reduced space is not meeting that demand. The total estimated cost of the project is approximately $18,000,000 to $20,000,000 with an estimated state appropriation request of $9,000,000 to $11,000,000. Snow College has plans to secure other sources of funding totaling approximately $9,000,000, including private donations, Community Impact Board grants and loans secured through Ephraim City, and federal sources. To date, only $2,000,000 is secured. The estimated new state funded O & M request would be approximately $531,100.

DIXIE STATE COLLEGE

Health Sciences Building: DSC is proposing construction of a new building to house growing academic programs in health sciences. The capacity of the campus central utility system is adequate to accommodate the proposed building. The Health Science Department is composed of three sets of curricular offerings, including certificate, applied associate degrees, and lower division transfer programs: 1) Nursing (CNA, LPN, ADN), 2) Dental Hygiene, and 3) Emergency Medical Services (EMT, Paramedic, and related EMS-related training). These programs are currently located in various buildings on campus and at donated or leased space in medical and dental offices within the city of St. George. Space in off-campus locations is only available for instructional use during evenings and weekends. Current academic staffing includes 12 full time and 48 part time faculty. These programs currently serve 210 FTE students. The proposed building is 70,000 GSF. The cost estimate is $15,400,000. The estimated new state funded O & M request would be approximately $450,800.

COLLEGE OF EASTERN UTAH

San Juan Library and Health Sciences Building: The College of Eastern Utah is proposing to build a new 28,080 GSF, two-story, multi-function facility on its San Juan Campus in Blanding. The new San Juan campus Library and Health Sciences Building will house many departments and functions including; the Library, Health Sciences, Administration, Faculty Assistance Center, Development/Grant Office, Student Federal Grants Management, Financial Aid, Testing, ADA Counseling and Academic advising. Currently, CEU San Juan is using two remodeled private residences that were acquired by the college. The structures were built as family dwellings and are not able to fully meet the needs of the college student functions that are being demanded of the existing space. Furthermore, the San Juan Campus library is inadequate in size, requiring additional space and enhancements. The total project estimated cost is $4,200,000 with an estimated state funds request of $3,750,000. CEU San Juan has secured additional funding of $750,000 through city and county donations. The estimated new state funded O & M request would be approximately $131,700.

UTAH VALLEY STATE COLLEGE

Digital Learning Center*:* This project involves the construction of a new library building built on the UVSC Orem campus on State owned land. The plan is for a new 146,000 GSF building. The electrical and HVAC needs will be accommodated within existing capacity. The building will be designed to merge information technology functions including academic computing, and media functions, and research to match the growth and development of the institution. The new building will feature an electronics information commons which will serve as the central point for electronic and traditional research for students and faculty. The increased space will be utilized for a cutting edge computer lab, for expansion of library resources both print and electronic, for special collections of digitally preserved materials, and for access to library staff to guide inquiry and research processes. The estimated cost is $30,000,000. The estimated new state funded O & M request would be approximately $902,500.

SALT LAKE COMMUNITY COLLEGE

Health Sciences/General Classroom Building: SLCC is requesting to plan and build a new 127,000 sq. ft. Health Sciences Center at the Jordan Campus on site three of the master plan. Health care services instruction has been an integral part of SLCC since the college was founded in 1948. Improvements in technology and growth in enrollment has expanded the college's health care programs to their current level. Programs impacted include: Nursing, Medical Assistant, Medical Laboratory Technician, Physical Therapy Assistant, Radiological Technology, and Surgical Technology. Since 1996 student enrollment has seen a dramatic increase. The size of the student population, faculty requirements, and the lack of facilities and diversity of the required training has necessitated locating the program over three campuses. Space and enrollment is restricted, students are on waiting lists, and local employers continue to request increases in enrollments. The teaching spaces in the Health Sciences Center will be flexibly designed and high-tech-equipped so they can be used by other programs when not used by Health Sciences, thus providing space to meet general student space needs at the Jordan Campus. Space vacated as a result of this proposed project will be reused by other programs in need of extended space so there will be no reduction in O & M for existing space. The project will cost an estimated $19,154,700. The estimated new state funded O & M request would be approximately $762,000.

LAND DESCRIPTION

Weber State University – IHC McKay-Dee Hospital Property: WSU officials wish to purchase the IHC McKay-Dee Hospital Property directly across Harrison Boulevard from the University's Ogden campus. The property consists of approximately 20 acres of land plus a 192,932 square foot parking garage. While the property could serve to immediately address the University's growing parking problem, it will also serve as a strategic acquisition for future expansion of the landlocked Ogden campus. A purchase price and agreement has not been negotiated. WSU seeks $7,700,000 of state funds to pursue this purchase. The estimated new state funded O & M request would be approximately $201,600.

UTAH COLLEGE OF APPLIED TECHNOLOGY

The Utah College of Applied Technology (UCAT) Board of Trustees met on August 6, 2003, and approved the following capital projects (in priority order):

1. Uintah Basin ATC – Vernal Campus, $10,735,000
2. Bridgerland ATC –Bourns Building Acquisition, $3,550,000
3. Davis ATC – High Tech Building, $12,403,000
4. Mountainland ATC – North Utah County Campus, $9,000,000
5. Salt Lake – Tooele ATC – Salt Lake Campus, $4,820,000 to $6,980,000
6. Ogden – Weber ATC – Health Technology Building, $8,910,000

The UCAT Board of Trustees evaluated projects within the parameters specified for UCAT by HB 1002 (UCA 53B-2a-112. *New Capital Facilities*). Though not for Regent prioritization, the two highest ranked projects, which will be presented to the Building Board, are summarized for informational purposes below.

Uintah Basin ATC – Vernal Campus: UBATC proposes building a 66,000 GSF facility in Vernal and remodeling an existing 5000 GSF to house a number of UCAT applied technology programs as well as some 4-year and Master's programs that would be offered in the facility by USU. Currently UBATC programs are offered in 5 temporary classroom trailers and at Uintah School District facilities, and the USU Science facility in Vernal is currently at capacity. The preliminary cost estimate for the project is $10,735,000. The estimated new state funded O & M request would be approximately $333,000.

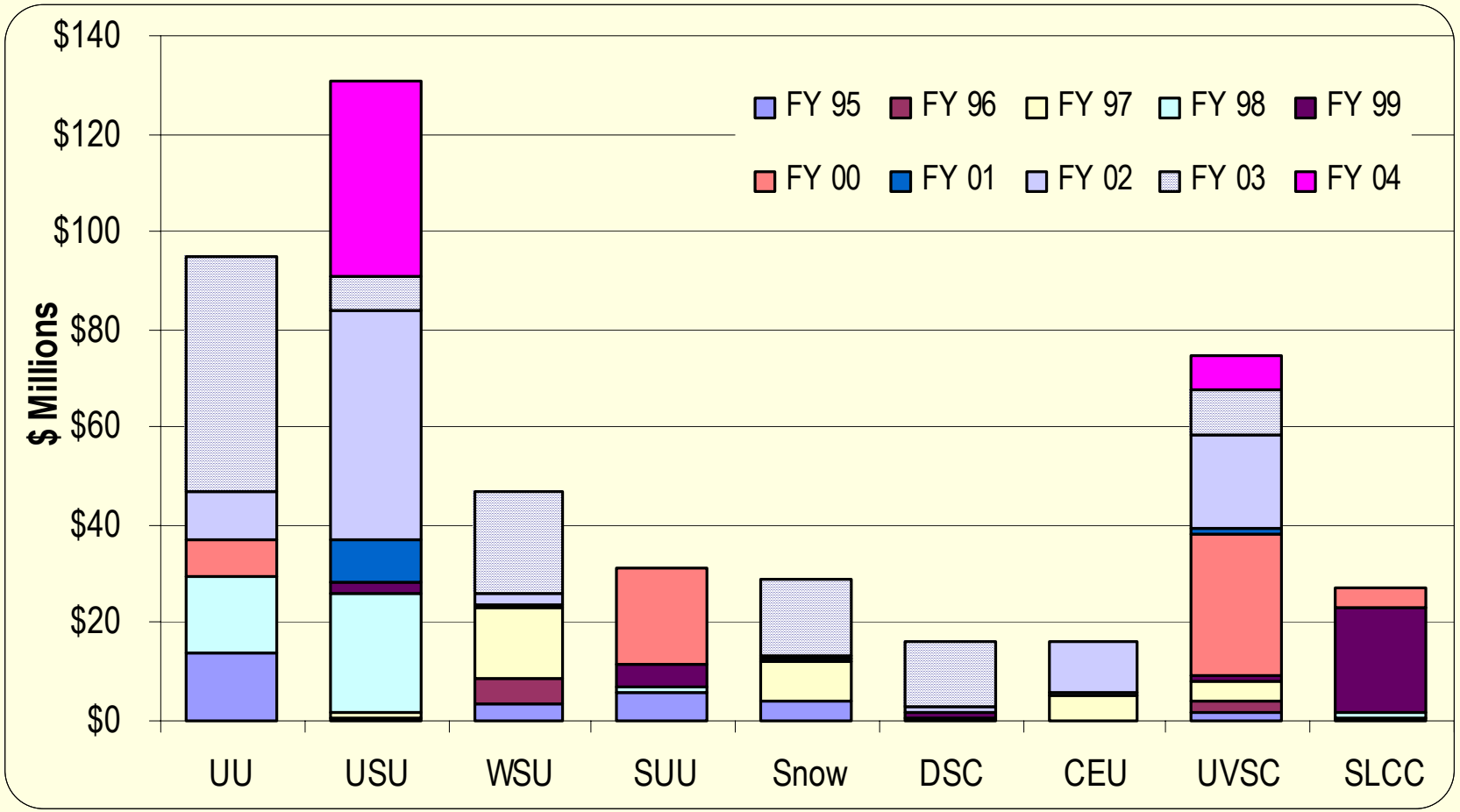
Bridgerland ATC – Bourns Building Acquisition: BATC proposes to purchase an 87,731 GSF facility in Logan slightly Northwest of the BATC campus to house a number of UCAT applied technology programs to meet the growing demand for training in biotechnology, computer science and technology, electrical automation and robotics technology, environmental technology, facilities and physical plant management, industrial hygiene, industrial automation maintenance and multimedia communication technology. A purchase price and agreement has not been negotiated. The preliminary cost estimate for the acquisition is $3,550,000. The estimated new state funded O & M request would be approximately $240,000.

The Utah System of Higher Education Qualification and Prioritization Process

Prepared by the Office of the Commissioner for Higher Education

September 2003

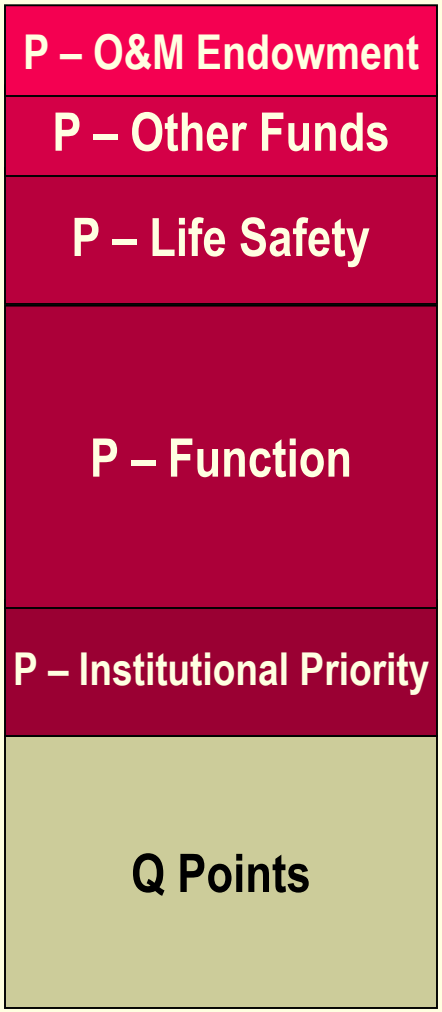
State-funded Capital Development History
(FY 1995-FY 2004)



Board of Regents Capital Facility Qualification and Prioritization Process

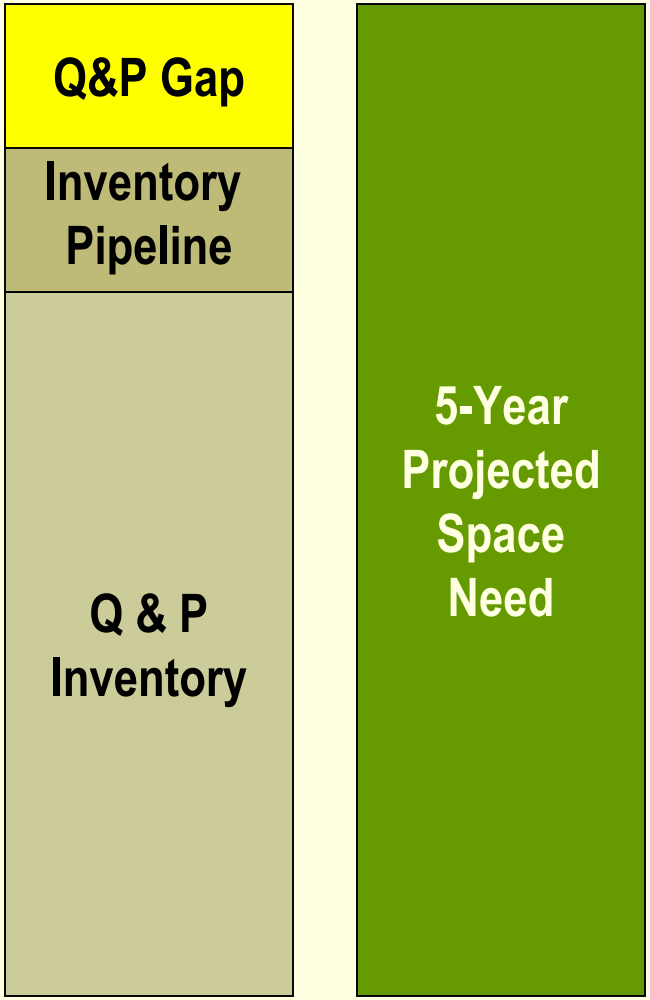
- Known as the Q&P, defined in Regent Policy R741.
- Quantitative assessment of capital facility requirements in the system.
- Not intended to “replace Regental deliberations which take into account other factors which are not quantifiable but nevertheless important, such as the current funding climate, political considerations, and acceptability of certain kinds of projects.”
- Factors attempt to balance the two competing interests in capital development prioritization:
  - Need to accommodate growth.
  - Need to care for existing facilities.

Q&P Process – Points Overview



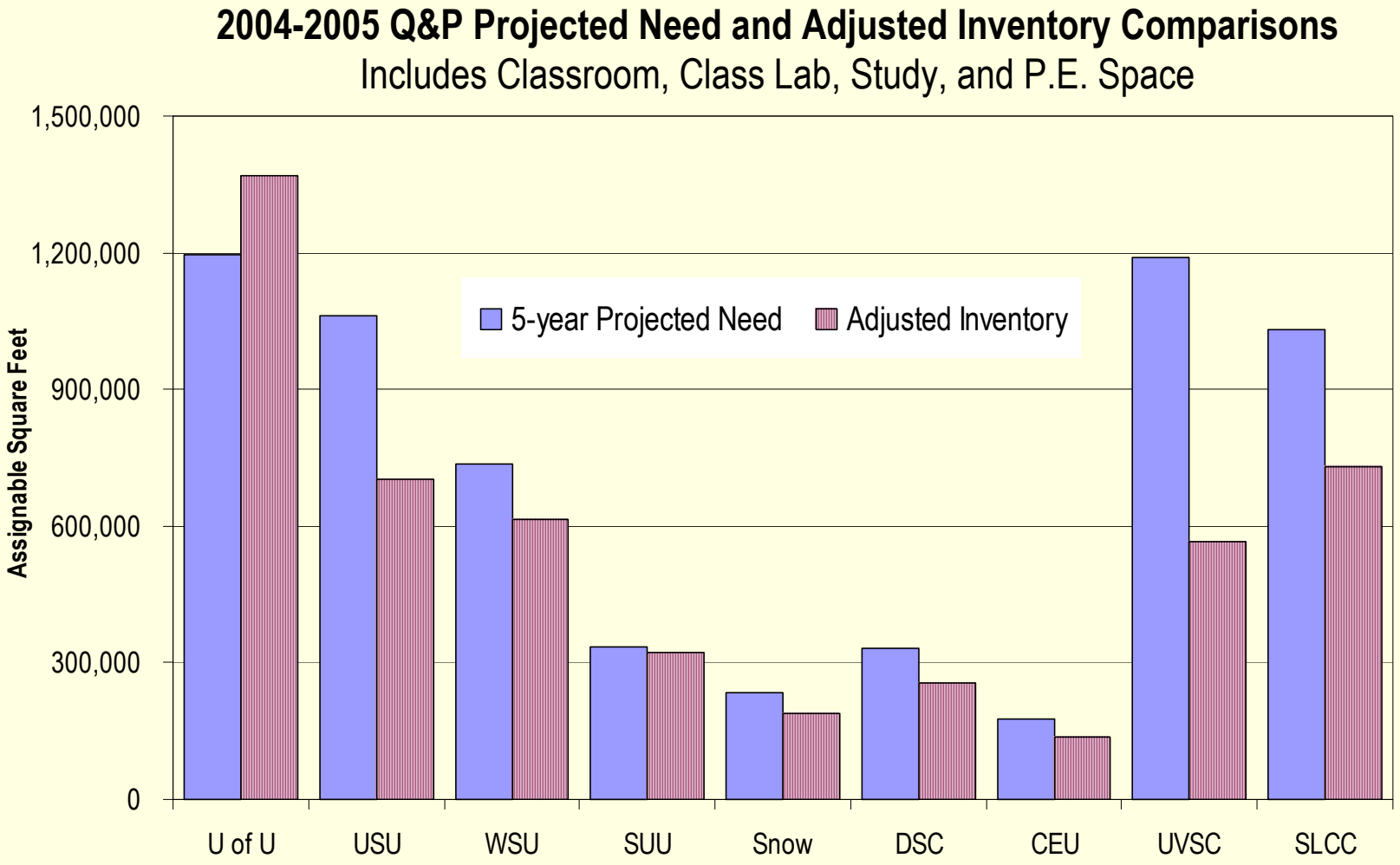
- "Q" points determine the relative need of a proposed project based on an institution's projected space needs and the inventory of current space. Up to 50 points possible.
- "P" points are added for the following categories:
  - Institutional priority – Determined by institution priority, 25 points for first priority, 22 for second priority (if points available) 19 for third priority (if points available)
  - Function points – Awarded based on urgency of project. 60 points available.
  - Life Safety points – Awarded to renovation projects with significant legal or health/life safety risks. Up to 25 points awarded based on a formal analysis of the building.
  - Other Fund points – Up to 15 points awarded to projects to be funded with non-state funds, with 1 point for each 5% from non-state funds.
  - O&M Endowment points – Up to 15 points are awarded for projects which have non-state funded O&M endowments, with 1.5 points awarded for each 5% of the estimated O&M that can be covered from the endowment.

Q&P Process – Identifying Need Gaps



- Q&P Inventory (everything not auxiliary, medical/hospital, or institutional unique) identified for six types of space
  - Classroom
  - Class Lab
  - Research Lab
  - Office/Conference
  - Study
  - P.E.
- Inventory adjusted based on projects coming on-line or off-line in the next 5-years
- Based on standards in R741, the need in 5-years for each type of space is projected.
- Drivers to determine space needs includes number of students, number of faculty and staff, and number of academic programs.
- Difference (or gap) between the adjusted inventory and 5-year need is used to score proposed projects.

Q&P Need and Inventory Comparisons



MEMORANDUM

September 3, 2003

TO: Utah State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE "Other Funds" Capital Development Projects

Issue

Regents are requested to review and approve seven 2004-05 "other funds" capital development projects. Traditionally, these projects have been referred to as non-state funded projects, but the Division of Facilities Construction and Management (DFCM) has begun to refer to these as "other funds" projects. Regents are also asked to make a determination concerning the eligibility of these seven projects for state-supported operations and maintenance funding. Attachment 1 contains a summary of the seven projects.

Background

Since the 2000 General Session, USHE institutions have followed prescribed procedures to receive approval for capital projects built or acquired with non-state funds. Most "other funds" capital projects require approval from the Regents, State Building Board, and State Legislature. Some projects, however, no longer require the approval of all three bodies. Three different approval paths exist.

The 2004-05 "other funds" project descriptions which follow are segregated into categories identifying the applicable path to approval. Each category begins with an explanation as to why the projects presented in that category must follow that specific approval route. Once approved by the Regents, projects needing additional approvals will be forwarded on to the appropriate body for consideration.

Projects Needing Regent, Building Board, and Legislative Approval

Projects in this category are major development projects that are being built on state land and for which state involvement will be needed in the future, i.e. funding for state operations and maintenance (O&M), capital improvements, or Legislative authorization to bond. Five of the seven projects being presented fall into this category. They are as follows:

UU College of Mines and Earth Sciences Geology and Geophysics Building. Through the generous support of private donations, University officials propose building a 90,000 gross square foot (GSF) instruction and research building along with a 40,000 GSF two-level sub-grade parking structure. The preliminary cost estimate for the project is $21,400,000, composed of $19,100,000 for the building and

$2,300,000 for the parking structure. The facility master plan recommends construction of the new building north of and connecting to the William Browning Building. The Browning Building is the core facility for the College of Mines and Earth Sciences. It currently houses elements of four of the College's academic departments, College administration, and the Utah Seismograph station. The Department of Geology and Geophysics, the College's largest department with the greatest potential for future growth, will move to the new building, providing replacement and expansion space for other departments. The new building will also include a 200-seat lecture hall. The parking structure will yield approximately 120 spaces and will alleviate parking shortages in the northwest area of campus. The University anticipates requesting $538,200 for state support for O&M on the building ($5.98 per GSF for 90,000 GSF).

UU Building 512 Facility Adaptation (Research Administration). This $2,200,000 project would upgrade and renovate a 21,800 GSF facility, originally constructed as the Post Hospital for Fort Douglas in 1909. The facility would then provide a consolidated home for research administration functions near Health Sciences facilities. Proposed occupants would include the Office of Special Projects, Radiological Health, Resources for Genetic and Epidemiological Research, the Institutional Review Board, and the Animal Resources/Institutional Animal Care and Use Committee. The project will consist of renovation, partial historic restoration, infrastructure upgrades – including the addition of air conditioning, minor structural upgrades, fire suppression systems, ADA accessibility, exterior masonry work, and plumbing upgrades. The University requests authority to ask for increased state-funded O&M for the remodeled space of $38,400, or $1.76 per GSF. Sources of funding for the construction will be from institutional funds set aside by the Vice President for Research.

UU Department of Chemistry Gauss Haus Scope Increase. Approved as a 10,000 GSF project of $1,500,000 for 2002-03, University officials wish to increase the scope of this project by 14,000 GSF and $6,100,000. The source of funding for the scope increase will come from federal and University research funds. Proposed as a facility to house nuclear magnetic resonance magnets for the study of biological structure and function, master planning and site visits uncovered the need to increase the physical and environmental requirements for the nuclear magnetic resonance equipment. Ceiling height for the research bays was increased from 30-feet to 41-feet. The increased bay height requirements provide an opportunity to capture vertical space in other areas of the building for offices and research support. Shared use of the facility with researchers from Health Sciences is being explored. The identified state-funded O&M estimate for the project approved in 2002-03 was $67,700. Officials estimate that the increase in scope will necessitate an additional O&M need of $125,000.

UU College of Health Academic Facility. A new 60,000 GSF facility is proposed as the College of Health Academic Facility. The project is estimated to cost $15,000,000, with $10,000,000 coming from private donations and $5,000,000 coming from institutional funds set aside by the Senior Vice President for Health Sciences. A consolidated facility for the College of Health's academic, research, and community services programs will improve coordination among faculty and students, enhance infrastructure for technical advancements, and replace outdated classroom and research facilities. The proposed facility would house College administration and four departments: (1) Parks, Recreation, and Tourism, (2) Health Promotions and Education, (3) Communications Sciences and Disorders, and (4) Foods and Nutrition. The anticipated state funded O&M request is for $315,000, or $5.25 per GSF.

USU Living/Learning Community, Parking Structure, and Food Services Addition. As outlined in Tab F, USU officials propose the addition of a new 502-bed living, learning facility near the site of the

former Heat Plant. In conjunction with the estimated 150,000 GSF associated with this project, the University would construct an 800-stall parking terrace and provide improvements to the Taggart Student Center Food Services. Total cost of the project is estimated to be $35,500,000 with approximately $27,700,000 designated for the residence halls (including demolition of 13,080 GSF for the old Heat Plant and site preparation), $7,400,000 for the parking structure, and $400,000 for food services. Additional details are provided in Tab F. Operating revenue from the University auxiliaries will be the source of funding for the project. At the October 31 Regents' meeting, USU officials will seek Regent approval to proceed to the Legislature to request the authority to issue revenue bonds to finance this project. No state support for O&M is requested.

Tab O provides an update for a previously approved non-state funded project for Utah State University. The Nora Eccles Harrison Museum of Art addition, approved in 1999, has had a slight change in scope and cost estimate. The degree of the change in scope for this project does not warrant additional approval, and therefore it is not included in this list.

Projects Needing Regent and Building Board Approval

Projects in this category are development projects that are being built on state land and for which no legislative assistance will be sought for financing the project presently or in the future. The remaining two projects fall into this category. These projects are as follows:

USU Stadium Team Building. USU proposes demolishing 9,600 GSF at the north end of Romney Stadium to construct a new 50,000 GSF complex. The new building will include locker rooms for home and visiting teams, a weight room, training room, football coaching offices, film room, meeting rooms, hall of fame, equipment room, and social/banquet rooms. Private donations are funding this project, which will enable the athletics department to better fulfill it primary mission and provide enhanced training facilities for over 300 student athletes. The anticipated cost of the new building is $10,000,000. No state support is requested.

USU Childcare Facility. Through the use of federal grants and private donations, USU officials seek approval to construct a 12,000 GSF on-campus childcare facility. The project will house a traditional daycare facility primarily for children less than six years of age, including a playground and separate learning and play areas for children of different age groups. Officials believe the presence of workplace childcare will enhance faculty recruiting. Childcare services will also be made available to students. The preliminary cost estimate for the project is $2,000,000. No state support is requested.

Projects Needing Regent Approval Only

The final category for other funds projects includes acquisitions of existing facilities with non-state funds, or minor construction projects of less than $250,000. The Regents may authorize such projects without review of the Building Board or Legislature, with the stipulation that if any of the projects authorized will require $100,000 or more in state-funded O&M then legislative leadership must be notified in advance of the acquisition. No projects fall into this category for 2004-05.

Policy Implications

Regents Policy R710, Capital Facilities, makes specific distinction between facilities financed by other funds for which the Regents will request state-funded O&M and those for which the institution will need to find non-state sources for O&M. Three relevant categories of non-state funded facilities exist in R710: (1) facilities the Regents will automatically support for stated-funded O&M, (2) facilities for which the Regents automatically require sources other than state funding for O&M, and (3) facilities that will be considered on a case-by-base basis.

State-funded O&M – Policy language related to the first O&M category is as follows:

> "An acquisition, construction, or remodeling project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O&M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the programmatic planning and facilities master plan requirements of the institutions."

Projects requesting O&M that fall under this category include: (1) UU College of Mines and Earth Sciences Geology and Geophysics Building, (2) UU Department of Chemistry Gauss Haus Scope Increase, and (3) UU College of Health Academic Facility.

Non-state Funded O&M – The portion of R710 that disallows certain facilities from being supported by state-funded O&M reads as follows:

> "In most cases, if the acquisition, construction or remodeling project is not primarily for approved academic and training purposes or associated support, it will not be eligible for state appropriated O&M funding. Examples of such space might include research space not generating student credits or the equivalent thereto, football stadia, softball, baseball, soccer fields, basketball arenas, self-support auxiliary space, i.e., college bookstores, food service, student housing, recreational services, student organizations, private vendors and student health services spaces, etc."

Three of the seven projects fall into this category and do not seek state O&M support: (1) USU Living/Learning Community, Parking Structure, and Food Services Addition, (2) USU Stadium Team Building, and (3) USU Childcare Facility.

Case-by-Case – A third part of Policy R710 allows for case-by-case exceptions for certain types of facilities:

> "The Board, on a case by case basis, may determine that an acquisition, construction or remodeling project to be used primarily for purposes other than approved academic and training purposes and associated support should be eligible for state appropriated O & M funds in whole or in part. Each request for such Board consideration must be accompanied by a detailed statement showing how space types included in the facility will relate to important institutional activities such as instruction, research generating student credits, and service within the institution's role statement. Examples of such space might include museums, theaters, community outreach and research spaces administered by academic units that generate academic student credits or the equivalent thereto, etc.."

The project for which an exception to Policy R710 has been requested is the UU Building 512 Facility Adaptation (Research Administration). Though this facility is currently supported by state O&M, policy requires that remodeling projects which are not primarily for academic or training purposes must receive an exception to request state O&M. The requested increase for Building 512, calculated using the new USHE O&M model, will support the increased costs of infrastructure upgrades, including the addition of air-conditioning and improved heating and air-handling systems. Material in Attachment 2 provides added detail on this project. Additional support for this request, explaining the importance of this building to the institutional mission, will be hand-carried to the Board meeting.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents:

1. Grant approval to the seven "other funds" capital development projects presented in this tab.
2. Authorize the University of Utah to seek state-funded O&M for the following projects: (1) UU College of Mines and Earth Sciences Geology and Geophysics Building, (2) UU Department of Chemistry Gauss Haus Scope Increase, and (3) UU College of Health Academic Facility.
3. Consider the University of Utah's request to receive an exception to the requirements of Policy R710 for state O&M funding for the Building 512 Adaptation (Research Administration) project, and grant an exception authorizing the University to request state O&M support for this project.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachments

USHE "Other Funds" Capital Development Projects

September 3, 2003

Requests Requiring Approval for 2004-2005

Project	Approvals Needed			Source of Funding	Estimated Additional GSF	Estimated Project Amount	Estimated State O&M Request	R710 O&M Category		
	Regents	Building Board	Legis-lature					State	Non-State	Excep-tion
UU College of Mines and Earth Sciences Geology and Geophysics Building	✔	✔	✔	Private Donations	130,000 (1)	$21,400,000	$538,200	✔		
UU Building 512 Facility Adaptation (Research Administration)	✔	✔	✔	Institutional Funds	0	$2,200,000	$38,400			✔
UU Department of Chemistry Gauss Haus Scope Increase	✔	✔	✔	Grants/Institutional Funds	14,000	$6,100,000	$125,000	✔		
UU College of Health Academic Facility	✔	✔	✔	Donations/Institutional Funds	60,000	$15,000,000	$315,000	✔		
USU Living/Learning Community, Parking Structure, and Food Services Addition	✔	✔	✔	Operating Revenue	136,920 (2)	$35,500,000	$0		✔	
USU Stadium Team Building	✔	✔		Private Donations	40,400 (3)	$10,000,000	$0		✔	
USU Childcare Facility	✔	✔		Private Donations/Grants	12,000	$2,000,000	$0		✔	
Totals					393,320	$92,200,000	$1,016,600			

2003-2004 Regents Non-State Funded Projects Request:	19,980	7,650,000	
2002-2003 Regents Non-State Funded Projects Request:	324,700	$63,000,000	$693,300
2001-2002 Regents Non-State Funded Projects Request:		$262,840,000	$3,033,900
2000-2001 Regents Non-State Funded Projects Request:		$81,250,000	$846,400
1999-2000 Regents Non-State Funded Projects Request:		$105,412,000	$1,193,050

Notes:

(1) Additional GSF for this project includes 90,000 GSF for the building and 40,000 GSF for a 2-level parking structure.

(2) Additional GSF includes the demolition of 13,080 GSF for the old Heat Plant and of 150,000 GSF for the Living/Learning Community.

(3) Additional GSF includes the demolition of 9,600 GSF and addition of 50,000 GSF.

Capital Development Project
Non-State Funded Request
Need Statement
FY2005

Agency/Institution:	**University of Utah**
Project Name:	**Building 512 Facility Adaptation**
Project Type:	**Facility Adaptation**
Preliminary Cost Estimate:	**$2.2 Million**
Total Project Space:	**21,800 gsf**
New	None
Remodeled	21,800 gsf
Demolished	None
Increase in State Funded O&M:	**$1.76/gsf/yr increase; $38,368/yr increase**
New Program Costs:	**No new state-funded programs**
New FTEs Required:	**No new state-funded FTEs**
Sources of Funding:	**VP for Research**

Existing Facility

Building 512, constructed in 1909, is an historic building of Fort Douglas. The total of 21,800 gsf is divided onto three levels and a basement. It's original use was as the Post Hospital. Since its transfer to the University in 1948, it has served a variety of programs. Its most recent use has been as an office building. Upgrades and renovation will allow it to serve more efficiently for the Vice President of Research and a consortium of Research administration which are currently decentralized in a variety of office and lab spaces across the campus.

Project Description

The project will consist of renovation, partial historic restoration, and infrastructure upgrades. No wet laboratories will be located in the building, thus no major infrastructure improvements are required. There will be minor structural upgrades, but due to consistency in building occupancy and the general condition of the building, major seismic upgrades are not required. Additional improvements will include:

- Fire sprinklers and annunciator system
- ADA compliance
- Exterior masonry cleaning, repointing, and repair
- Replacement of plumbing fixtures and some piping

- Replacement of boiler with new hot water and chilled water system
- Installation of exhaust and ventilation systems
- Replacement of windows with approved historic Fort Douglas standard
- Electrical system upgrade
- Replacement of lighting system; Installation of emergency lighting
- Replacement or repair of interior finishes and hardware
- Limited site work, as required

Planning/Programming

A "Feasibility Study for Research Administration Building 512," Project #0512-11843 was completed by Brixen & Christopher Architects in 2003. Analysis of the needs of the VP for Research, resulting projected scope, and cost estimates were developed during this study. A copy of the study is available for review upon request. Findings of the study include:

- Building 512 is historically significant to the University and should be saved and renovated.
- Additions to the building are not recommended, and are not required.
- Building 512 is an appropriate facility and has adequate space for the Center for Research Administration.
- A Center for Research Administration is an appropriate re-use of this historic facility.
- The site is very near many research facilities and the Health Sciences Center.
- Code and ADA deficiencies of the building can be remedied without much difficulty.
- Proposed building use does not trigger full seismic upgrade.
- Primary electrical service is adequate.
- Installation of new voice/data with central data room in basement.

Site and Infrastructure:

Existing and adequate.

Justification/Business Plan

The efficiency and effectiveness of the Research Administration is limited by being decentralized across the campus. The renovation of Building 512 will allow the tenants listed below to be located together, and near other research and Health Sciences facilities.

Proposed Occupants

- Office of Special Projects
- Radiological Health
- Resource for Genetic & Epidemiological Research
- Institutional Review Board
- Animal Resources/Institutional Animal Care & Use Committee

MEMORANDUM

September 3, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: 2004-2005 Budget Process and Priorities

Issue

This agenda item presents background information on the USHE budget process and system-level budget issues in order to inform and prepare Regents as they hear institutional presentations on budget needs. These discussions are intended to form a foundation for the adoption of the 2004-05 USHE Operating Budget Request in October. Institutional Presidents will present their highest budgetary needs to Regent subgroups. Though not to be included in the Regents request, budgetary needs for the Utah College of Applied Technology and Utah Education Network will also be presented.

Background

Enabled by statute to request funding for USHE institutions that is "… consistent with their needs, and consistent with the financial ability of the state…" and to determine "…an equitable distribution of funds among respective institutions…" (UCA 53B-7-101.(3)), the Regents' budget request process has evolved to meet these competing demands over the last thirty-four years. This evolution has resulted in a continually adaptive strategy that seeks to responsibly maximize state resources to achieve important educational outcomes while assuring cost-effectiveness and efficiency.

Attachment 1 outlines key components of the USHE state budget request process in a slide presentation. This presentation addresses a number of issues, including: (1) the allocation of state appropriations, (2) Regents' statutory responsibilities, (3) the concept behind a Higher Education Funding Formula, (4) a description of the new student funding mechanism, (5) unfunded enrollment growth, (6) declining state support per student, (7) potential items for the 2004-05 budget request, and (8) the impact to date of state funding reductions. As additional background information, Attachment 2 outlines the timing and roles of the Regents, Governor, Fiscal Analyst, and Legislature in the state budget process.

A leading factor to be considered in the budget request process involves the potential availability of state resources. At this time, the status of state resources remains uncertain. Signs of economic recovery continue to be somewhat mixed, though expectations for slight to moderate growth continue. To address past budget shortfalls, the Legislature enacted expenditure reductions and revenue transfers of $395 million in 2001-02 and $372 million in 2002-03. Even after this, the state ended 2002-03 with a $7 million shortfall. Fortunately, the first payment of $38 million from the federal Jobs and Growth Act arrived in time to offset this shortfall. An additional $79 million of one-time federal relief is expected. However, $40 million from this amount is reserved

for the Medicaid program. The remaining amounts may be used for "essential government services" or to offset the cost of federal mandates. While the Jobs and Growth Act did provide one-time aid, federal tax reductions will reduce ongoing state tax collections. Preliminary estimates show the income tax revenue impact to the state of this federal change to be a loss of about $23 million.

No word has yet been received concerning year-to-date 2003-04 revenues. An analysis of year-to-date actual revenues compared to projections is expected in mid-October. Projections for 2004-05 are not expected until the Governor's budget is released in December. However, in balancing the 2003-04 budget, approximately $42 million in one-time sources were used to fund ongoing expenditure programs. Correction of this ongoing revenue shortfall through budget reductions or the allocation of new revenue must be addressed. Combined with the loss of income tax revenue, the state has a $65 million ongoing shortfall to address in 2004-05, and about $70 million of one-time funds available from federal aid.

Each year the Commissioner's Office receives input from USHE institutions regarding urgent budget needs. After two years of base budget reductions, two years of no state funding for salary increases, and three years of partial to no state funding for enrollment, compensation and enrollment are the leading budget issues across the system. Other systemwide issues like funding for standard mandated costs (operations and maintenance and fuel and power), and select systemwide initiatives (nursing, engineering, and data processing/ technology), are other common themes.

Budget Hearings

Budget hearings to familiarize Regents with the urgent needs at the institutions are scheduled for the late afternoon portion of the Board meeting on Thursday, September 11. Attachment 3 lists subgroup assignments for these hearings. Over the coming weeks the Commissioner's Office will work with the Presidents and other institutional representatives to coordinate and organize institutional needs into a systemwide budget request. The Regents will consider this information and be asked to adopt the USHE 2004-05 Operating Budget Request at the October 31 Board meeting.

Discussion on first-tier tuition increases for 2004-05 is also planned for the October meeting. During times of state budget reductions, tuition increases (first- and second-tier) have provided critical resources. However, tuition increases without additional state support have distorted the balance between state funding and tuition, placing a weightier burden on students. During the budget hearings, Regents may want to engage in preliminary discussions with Presidents concerning appropriate strategies for tuition for 2004-05.

Commissioner's Recommendation

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

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachments

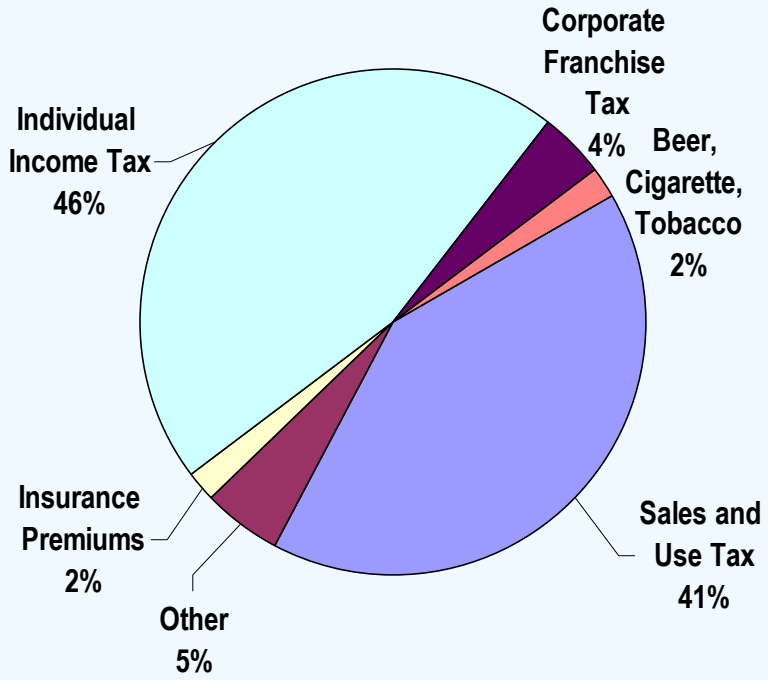
Preview: System-level Budgeting in the Utah System of Higher Education

Prepared by the Office of the Commissioner of Higher Education

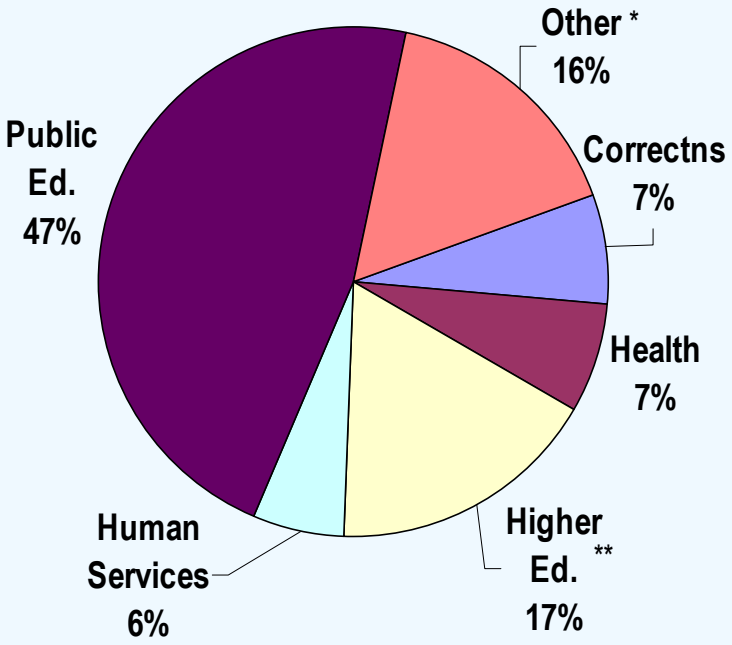
September 2003

Sources and Distribution of State Tax Funds

State Tax Fund Generators



State Tax Fund Distribution



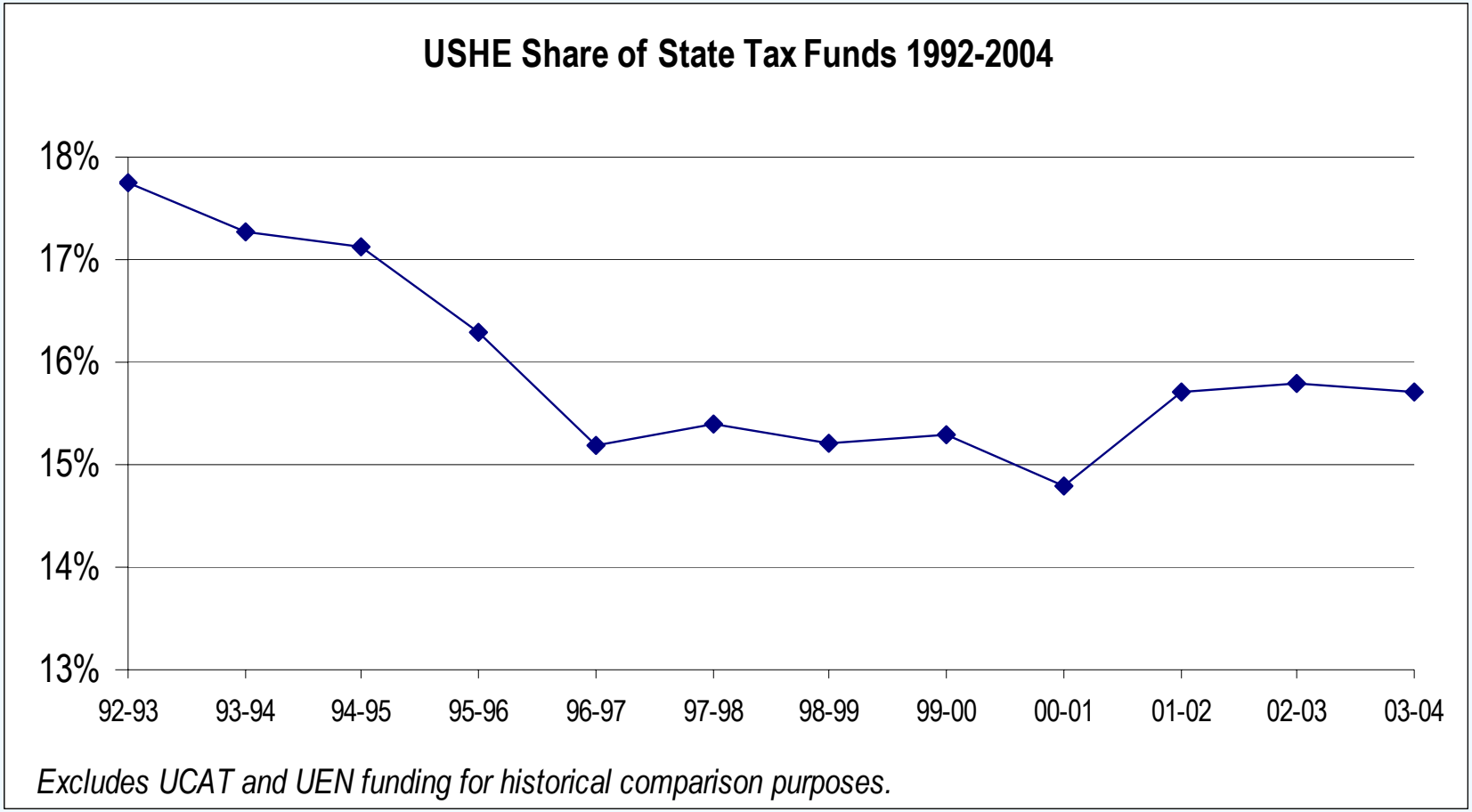
*Other includes Admin. Services, Commerce & Revenue, Courts, Elected Officials, Legislature, Economic Dev. & Human Res., National Guard, Natural Resources, Public Safety, Transportation and Debt Service.
**Higher Education includes 10 USHE institutions, SBR, and UEN.

Sources and Distribution of State Tax Funds

- Study of higher education finance in the 1990s by the California Higher Education Policy Center:
  - A pattern of policy drift at state and federal levels.
  - Systemic changes in public finance of higher education.
    - Response to short-term budgetary and political circumstances.
    - Limited analysis or consideration of cumulative effects on capacity of higher education to meet state or national needs.
    - States have shifted costs from the public to students and families.

Source: Callan, Patrick M. 1998. *Concept Paper: A National Center to Address Higher Education Policy.* The National Center for Public Policy and Higher Education.

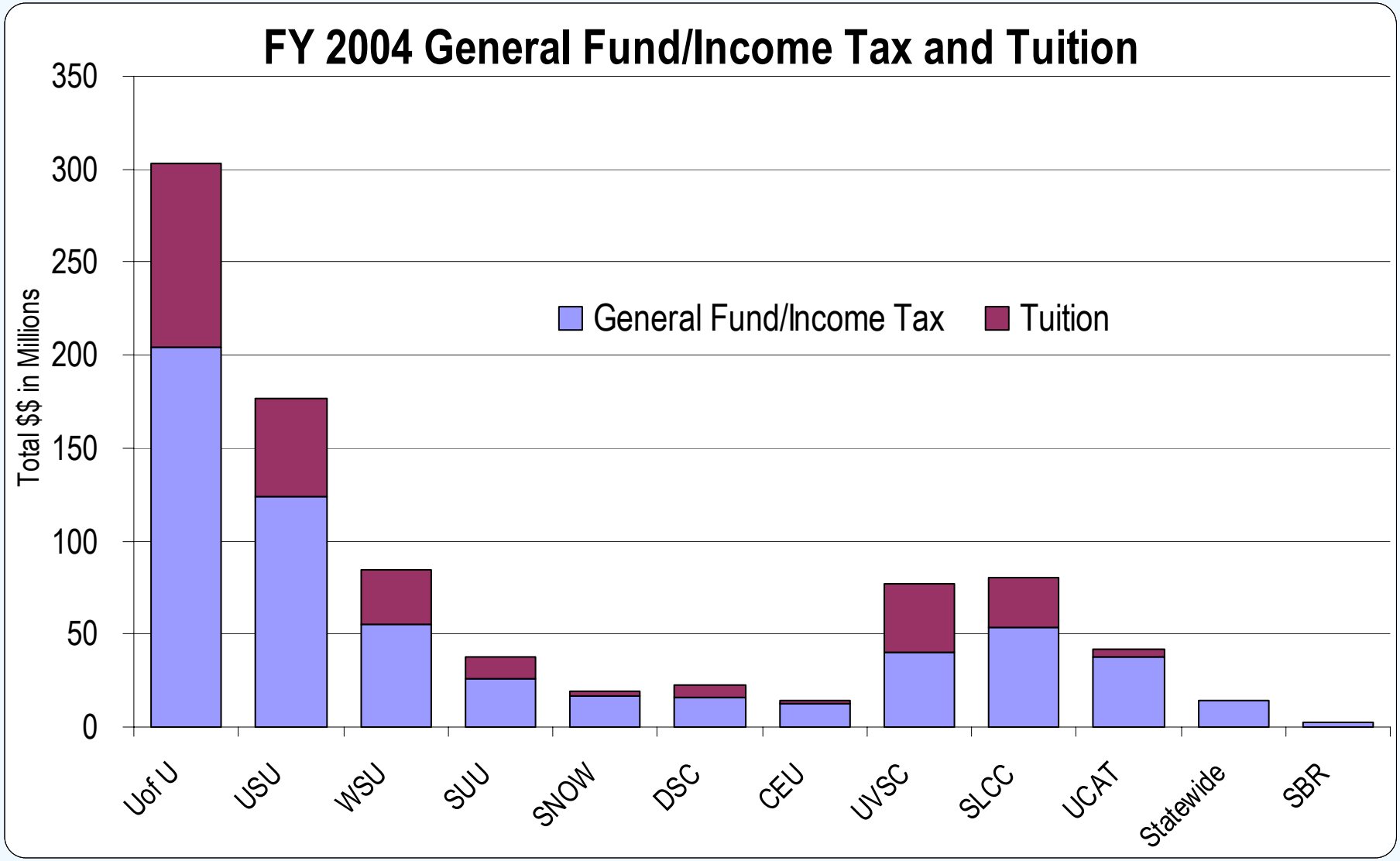
Historical Appropriations to Higher Education



Factors at Play

(1) Federal Devolution (welfare reform)
(2) State Highway Construction Funding
(3) Budget Down-turns and Treatment of Education
(4) Enrollment Funding

Allocation of Appropriated Funds across USHE



USHE Budget Request and Implementation

- Regents' statutory responsibilities:

"The appropriations recommended by the board shall be made with the dual objective of:

(a) *justifying for higher educational institutions appropriations consistent with their needs, and consistent with the financial ability of the state; and*

(b) *determining an equitable distribution of funds among the respective institutions…"* (UCA 53B-7-101.(3)).

USHE Budget Request and Implementation

- Regents statutory responsibilities (continued):

"The board shall recommend to each session of the Legislature the minimum tuitions, resident and nonresident, for each institution which it considers necessary to implement the budget recommendations" (UCA 53B-7-101.(6)).

USHE Budget Request and Implementation

- UCAT has separate authority for the budget request.

  "The Utah College of Applied Technology Board of Trustees shall:

  … (6) receive budget requests from each college campus, compile and prioritize the requests, and submit the request to:

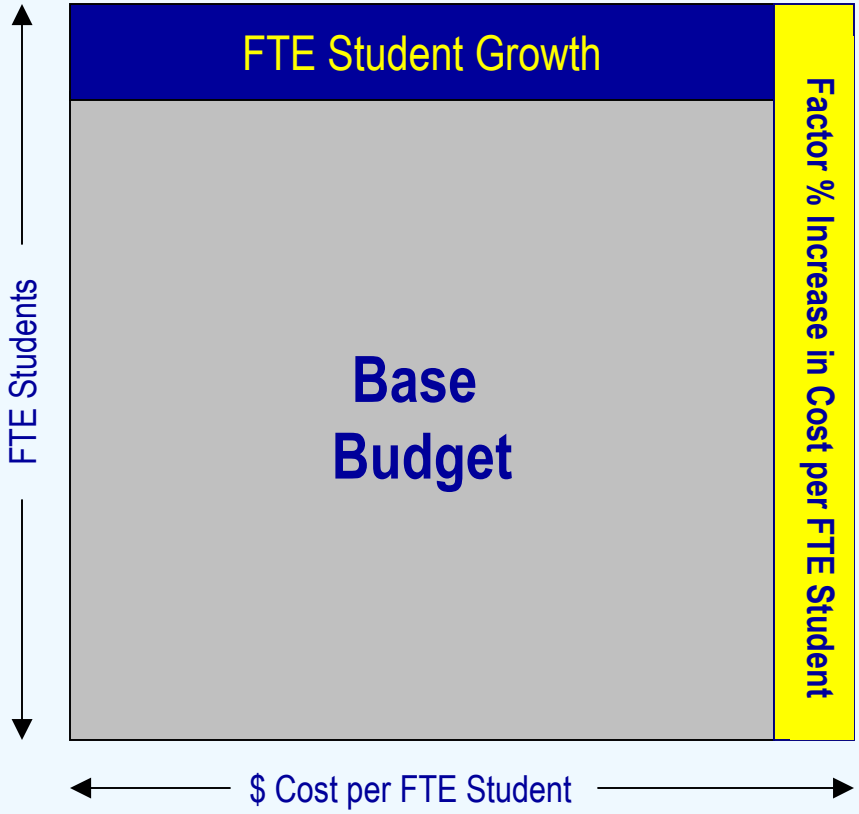
  (a) the Legislature; and

  (b) the Governor's Office of Planning and Budget;" (UCA 53B-21-104).

Higher Education Funding Formula

Concept Design

1. Formula Financing



2. Formula Request

3. Formula Distribution

New Student Support

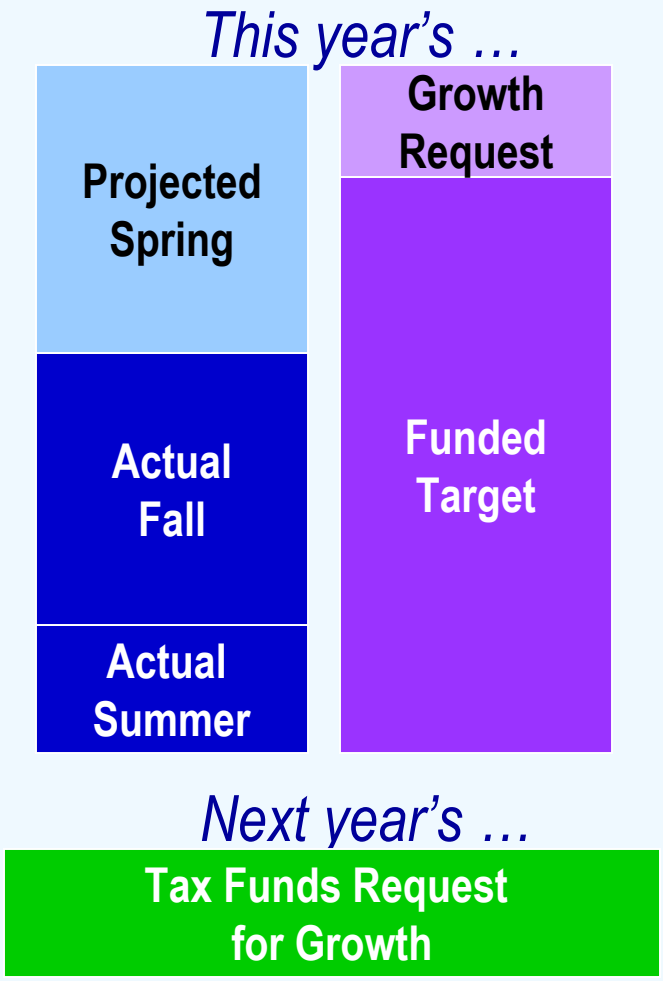
Direct Instructional Cost Factors

- Cost factors for each institution by level of instruction:
  - Vocational
  - Lower Division
  - Upper Division
  - Basic Graduate
  - Advanced Graduate
- Weighted by discipline cluster
  - Standard Group
  - Visual and Performing Arts
  - Agriculture and Natural Science
  - Allied Health Professions
  - Engineering and Architecture
  - Trades and Technology

Cost Factor Assumptions

- Standards for each level of instruction & discipline cluster:
  - Faculty load
  - Section size
  - Lab component
  - Faculty salary by rank
  - Disciplinary cost differences
  - Mix of instructors by faculty rank
  - Other direct instruction support costs
- Indirect instruction: $600 per FTE.
- Offset by tuition revenue for new students based on tuition status:
  - Resident Undergraduate
  - Nonresident Undergraduate
  - Resident Graduate
  - Nonresident Graduate

New Student Support *(continued)*



"Lag Funding"

- State funds received for new students the year after first enrolled.
- Annualized estimates based on actual summer, actual fall 3rd week, and projected spring.
- Annualized estimates then compared to funded target *(number of students previously funded).*
- Difference becomes growth request for next year's tax funds.
- Note: All tracked by institution and level of instruction, which results in mix changes.

New Student Support (continued)

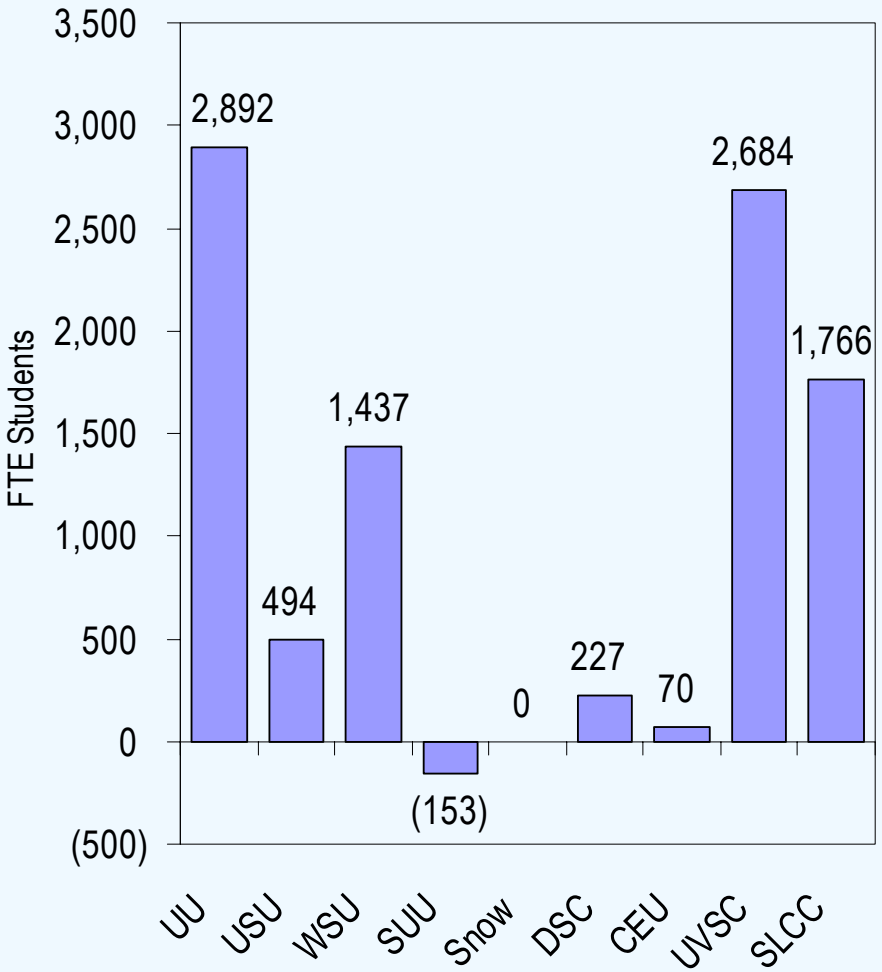
Unfunded Growth

- Over the last three legislative sessions, USHE received incomplete funding of enrollment growth:
  - 2001 Legislature: 78%
  - 2002 Legislature: 40%
  - 2003 Legislature: 0%
- Before any additional growth in 2003-04 for 2004-05 budget, USHE has 9,776 unfunded FTE students.
- Based on 2003-04 factors, the unfunded growth tax funds liability totals $38.1 million.

New Student Support (continued)

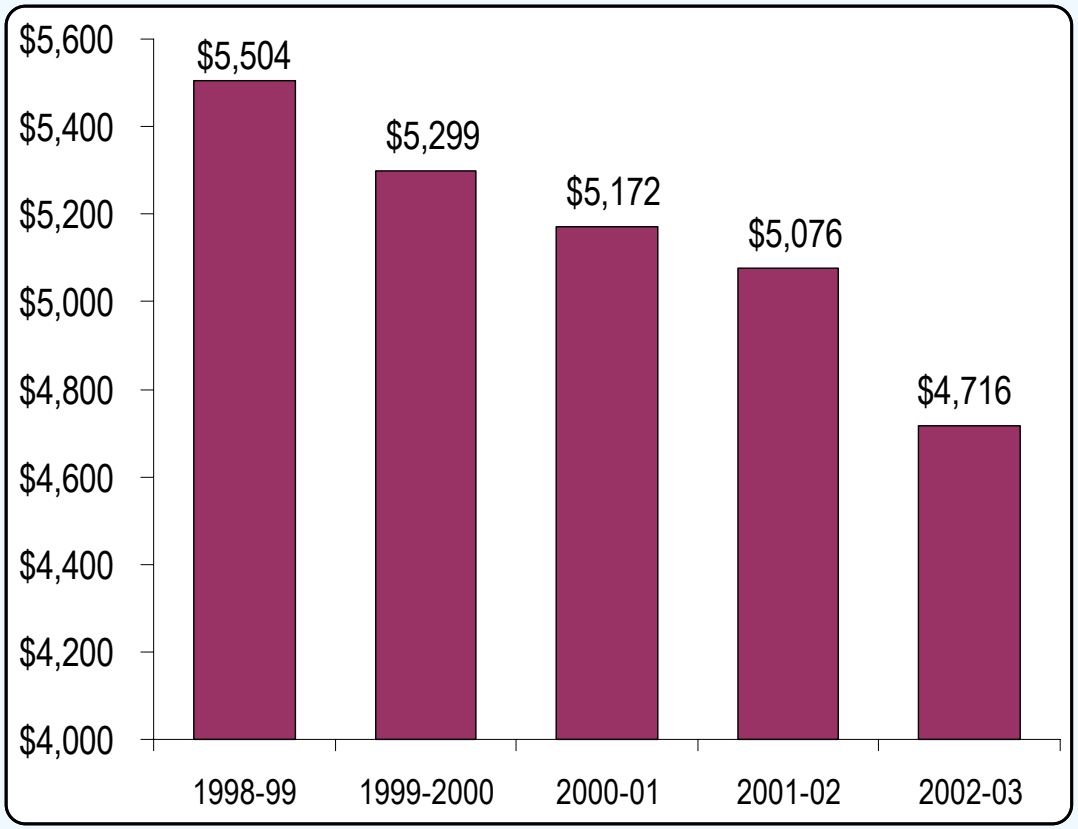
Tax Funds Liability for Unfunded FTE Students, 2003-04

Unfunded FTE Students, 2003-04



Declining Support per Student

Tax Fund Support and Enrollment Growth
State Tax Funds per FTE Student, Adjusted for Inflation
FY 1998-99 to 2002-2003



The "$788" Gap

- During the last five years, tax funds per FTE student (inflation adjusted), have fallen $788.
- A 14.3% reduction in tax support per student.
- Tuition has made up $409, leaving a net gap of $379.
- Net funding gap is a 5.1% reduction in funding per student.

USHE Budget Issues for 2004-05 Request

- Compensation:
  - No salary increases for past two years
  - Salary equity in jeopardy
  - Cost of benefits increases
- Enrollment Growth
  - Two years of growth unfunded
  - Access for new students at risk
- Base Budget Cuts
  - Impact ability to deliver basic services
  - Access and quality at risk

USHE Budget Issues for 2004-05 Request

- Tuition and Financial Aid:
  - Tuition increases necessary to offset reduced state support
  - Historic state obligation for aid not being met
  - At what point are students priced out of higher education

- Mandated Cost Increases
  - Operations and maintenance for new facilities
  - Rising fuel and power costs pose significant problems

- Other Statewide Priorities
  - Engineering Initiative for economic growth
  - Nursing Initiative to meet health care shortages
  - Data Processing Hardware/Software costs

Impact of Tax Fund Budget Reductions

General Fund and Income Tax State Appropriations Reductions

FY 2001-02		
Original Base Budget	$643,696,100	
Net Supplemental Adjustments	($22,687,700)	
Net Percentage Change		*-3.5%*
FY 2002-03		
Original Base Budget from FY 2001-02	$643,696,100	
Net adjustments	($26,776,800)	
Net Percentage Change		*-4.2%*
Shortfall from Unfunded Students (2002 General Session)	(15,741,400)	
Combined Shortfall (Cuts and Unfunded Growth)	(42,518,200)	
Net Percentage Shortfall		*-6.6%*
FY 2003-04		
Original Base Budget from FY 2001-02	$643,696,100	
Net Changes to Base Appropriations	($25,581,700)	
Net Percentage Change		*-4.0%*
Shortfall from Unfunded FTE Student Growth (All 9,776 FTE Students)	(41,645,300)	
Combined Shortfall (Cuts and Growth Above Target)	(67,227,000)	
Net Percentage Shortfall		*-10.4%*

Amounts include 10 USHE institutions and UEN.

Impact of Tax Fund Budget Reductions

	Net Changes to Base Appropriations		Impact of Additional Shortfall from Unfunded FTE Student Growth		
	Amount	% Change	Amount	Cuts & Growth Combined	% Shortfall
2 & 4 Year Institutions					
U of U	($10,765,700)	-5.0%	($16,267,600)	($27,033,300)	-12.6%
USU	(4,815,700)	-3.7%	(5,751,300)	(10,567,000)	-8.2%
WSU	(2,133,500)	-3.7%	(4,602,000)	(6,735,500)	-11.8%
SUU	(1,260,000)	-4.6%	351,000	(909,000)	-3.3%
Snow (1)	1,193,700	7.6%	0	1,193,700	7.6%
DSC	(626,400)	-3.7%	(263,400)	(889,800)	-5.3%
CEU (2)	549,700	4.6%	(188,000)	361,700	3.0%
UVSC	(992,900)	-2.4%	(6,242,500)	(7,235,400)	-17.5%
SLCC	(1,361,000)	-2.5%	(5,174,300)	(6,535,300)	-12.0%
Statewide (3)	(1,650,400)	-10.5%	0	(1,650,400)	-10.5%
SBR	(142,200)	-4.7%	0	(142,200)	-4.7%
Subtotal	($22,004,400)	-3.7%	(38,138,100)	(60,142,500)	-10.2%
UCAT (1)	($2,941,900)	-7.2%	($3,507,200)	($6,449,100)	-15.9%
UEN (2)	(635,400)	-4.1%	0	(635,400)	-4.1%
TOTAL	($25,581,700)	-4.0%	($41,645,300)	($67,227,000)	-10.4%

Notes:

(1) Reflects the transfer of Central ATC to Snow College for FY 2003-2004 (HB 161).

(2) Reflects the transfer of the CEU Star Schools Line Item from UEN to CEU in FY 2003-04.

(3) Large fluctuations caused by additions and transfers of the Engineering Initiative.

Cumulative effect of budget reductions and partially funded enrollment growth from 2001-02 to 2003-04.

The USHE Budget Process

The passage of the appropriations act at the conclusion of each legislative session culminates several months of preparation and deliberation. Funding for higher education, which is included in the general appropriations act, involves cooperation among the Utah System of Higher Education Institutions (USHE), State Board of Regents (SBR), the Office of the Commissioner of Higher Education (OCHE), the Governor's Office of Planning and Budget (GOPB) and the Legislative Fiscal Analysts Office (LFA) as well as the Governor and Legislature.

Item :	***Forms and Guidelines***	OCHE distributes forms and guidelines to the USHE institutions for use in preparing operating and capital budget requests. The budget preparation calendar and parameters for requesting budget enhancements are established. (The Governor also pulbishes budget guidelines in June of each year.)
By:	OCHE	
Dates:	April-May	
Item :	***Institutional Requests***	OCHE collects and analyzes the institutional requests. OCHE prepares recommendations on base budgets and proposed enhancements for SBR consideration.
By:	USHE	
Dates:	July-September	
Item :	***Budget Hearings/Adoption***	SBR holds hearings with the institutions to determine budget needs to forward to the Governor and Legislature for consideration. SBR adopts their budget request and forwards relevant documentation.
By:	SBR	
Dates:	September-October	
Item :	***Gov. Budget Preparation***	GOPB, with input from the State Tax Commission and review with the LFA, prepares up-to-prepares up-to-date revenue projections to be used in finalizing the Governor's budget recommendations.
By:	Governor/GOPB	
Dates:	November – Early December	
Item :	***Budget Presentation***	The Governor publicly releases his budget recommendations.
By:	Governor	
Dates:	Early December	
Item :	***Fiscal Analyst's Analysis***	The LFA analyzes the Governor's recommendations, independently projects revenue (with review by GOPB), and prepares operating and capital budget recommendations for consideration by the Legislature.
By:	LFA	
Dates:	December – Mid-January	
Item :	***Legislative Deliberations***	The Legislative Executive Appropriations Committee has nine subcommittees which hold hearings on the Governor's budget recommendations. The Higher Education Appropriations Subcommittee looks specifically at the Board of Regents' request, the UEN request, and the Governor's recommendations for each. The UCAT request is considered by the Commerce and Revenue Appropriations Subcommitee. The subcommittees gather relevant testimony on agency budgets before sending their recommendations to the Executive Appropriaitons Committee. The Executive Appropriations Committee prepares appropriations bills to be considered by the full Legislature. The Legislature passes the bills and forwards them to the Governor for signature, veto, or passage into law without signature.
By:	Legislature	
Dates:	Mid-January– Early March	
Item :	***Budget Implementation***	The Governor signs or vetoes the enrolled appropriations bills. The state constitution allows the Governor line item veto authority.
By:	Governor	
Dates:	March-April	
Item :	***Budget Approval***	SBR approves institutional budgets for the upcoming year in summary form. These budgets incorporate any new state funding that was appropriated to USHE institutions. More specific budget review is performed by institutional Boards of Trustees.
By:	SBR	
Dates:	June-July	

BREAKOUT GROUPS FOR INSTITUTIONAL BUDGET HEARINGS
September 11, 2003

	Group 1 (Room 262)	**Group 2** (Room 264)	**Group 3** (Room 266)
Institutions:	• University of Utah President J. Bernard Machen	• Weber State University President F. Ann Millner	• Snow College President Michael T. Benson
	• Utah State University President Kermit L. Hall	• Southern Utah University President Steven D. Bennion	• College of Eastern Utah President Ryan L. Thomas
		• Utah Valley State College President William A. Sederburg	• Salt Lake Community College Interim President Judd D. Morgan
		• Dixie State College President Robert C. Huddleston	• Utah College of Applied Technology President Gregory G. Fitch
Regents:	Daryl C. Barrett Kim R. Burningham William Edwards Michael R. Jensen Charles E. Johnson Jed H. Pitcher	Jerry C. Atkin Bonnie Jean Beesley James S. Jardine David J. Jordan Sara V. Sinclair Marlon O. Snow	Linnea S. Barney David J. Grant Nolan E. Karras David L. Maher E. George Mantes Maria Sweeten
Staff Resource/ Recorder:	Mark H. Spencer	Brad Mortensen	Gary S. Wixom

MEMORANDUM

September 3, 2003

TO: Utah State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Breakfast Meeting – State Board of Regents and State Building Board

Issue

Friday morning Regents will hold a joint meeting with members of the Utah State Building Board. The agenda for this meeting, along with suggested discussion questions, is provided as Attachment 1. Scheduled discussion topics are (1) the USHE Capital Development Request Process, (2) Operations and Maintenance Funding, (3) Capital Improvement Funding, (4) Opportunities for Corporate Partnerships and Private Funding, and (5) other issues of mutual interest to the two boards. Members of the State Building Board, along with key staff from other state agencies who play a role in the capital development and improvement processes, are listed below.

Utah State Building Board Members

Larry Jardine, Chair
Kay Calvert, Vice-Chair
Steve Bankhead
Kerry Casaday
Cyndi Gilbert
Manuel Torres
Lynne Ward (Ex-Officio)

Key Staff

Department of Administrative Services
Camille Anthony, Executive Director

Division of Facilities Construction and Management
Keith Stepan, Director
Ken Nye, Deputy Director
Kent Beers, Program Director
Blake Court, Program Director

Office of the Legislative Fiscal Analyst
Kevin Walthers, Fiscal Analyst

Governor's Office of Planning and Budget
Randa Bezzant, Policy Analyst

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachment

Joint Meeting of the
Utah State Board of Regents and Utah State Building Board
Salt Lake Community College
Student Center – Multi-purpose Room
4600 South Redwood Road, Salt Lake City
Friday, September 12, 2003
8:00 – 10:00 A.M.

Agenda

(1) USHE Capital Development Request Process
- Summary of Current Space
- Long-Term Enrollment Projections
- 20-year Space Projection for the USHE
- Review of "Q&P" Process
- Impact of R312: Configuration of the USHE and Institutional Missions and Roles
- Regents Capital Development Priorities for 2004-2005

Discussion questions:

How well does recent capital funding match up with recent enrollment growth?

To what degree are constraints in Health Science (especially Nursing) and Teacher Education driven by the need for additional faculty versus the need for additional space?

How does the revised R312 guide the Regents when considering the duplication of programs at USHE institutions?

(2) Operations and Maintenance / Capital Improvements
- Only half of O&M request funded for FY 2004
- Capital Improvements only funded at .9 percent (1.1 percent requested) for FY 2004

Discussion questions:

What is the impact of reducing Capital Improvement funding? How do reductions in Capital Improvements affect Operations and Maintenance?

(3) Opportunities for Corporate Partnerships and Private Funding

Discussion questions:

What is the current environment for attracting private funding for capital projects?

What recent efforts have been made to engage in corporate partnerships for capital development?

(4) Other?

September 3, 2003

MEMORANDUM

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Governor's Summits on Competency-Measured Education

Issue

The Governor's Summit Meetings have been scheduled to focus on competency-based education. (See attached schedule of meetings and agenda.) State Board of Education Chair and Regent Kim R. Burningham will provide an update for the State Board of Regents on the SBE's hearings on their "Performance Plus" plan and the first two Summit meetings.

Background

Senate Bill 154, Public Education Enhancements, passed by the 2003 Legislature, directed the State Board of Education and the State Superintendent of Public Instruction to: (1) focus on core academics, (2) increase graduation requirements, (3) ensure that high school seniors are progressing in challenging courses, and (4) complete competency standards for progress and graduation. The State Board of Education has developed a "Performance Plus" plan (see attached copy) in response to this legislation and are conducting public hearings prior to the Governor's Summits in each region of the state.

While the focus of the Summit meetings is on primarily public education, higher education representatives have been invited to attend. The last attachment to this memorandum is a list of discussion questions the Commissioner's Office was requested to provide for the higher education participants. Also, Tab D contains a report on the joint effort of public education and higher education faculty to identify competencies in math and writing which are needed by students graduating from high school and entering college. In addition, a draft paper on competency-based education is being reviewed by the USHE Chief Academic Officers and will be hand-carried to the Board meeting.

Higher education representatives who have received invitations to attend the Summit meetings are Regents, Trustees, Presidents, Chief Academic Officers, Education Deans, and others. It is hoped that these higher education representatives can attend one of the five Summit meetings scheduled throughout the state.

Recommendation

It is the recommendation of the Commissioner that the higher education representatives invited to attend one of the Governor's Summits try to do so, at the location and on the date that best fits their schedules. It is further recommended that appropriate collaborative efforts between the two educational systems continue.

Cecelia H. Foxley, Commissioner

Attachments

Governor's Summits on Competency-Measured Education

September/October 2003

September 8th – Central Region

Provo Marriott
101 West 100 North, Provo

Continental Breakfast	8:00 a.m.
Summit	8:30 a.m. to 5:00 p.m.

September 11th – Northern Region

Ogden Eccles Conference Center
2415 Washington Blvd., Ogden

Continental Breakfast	8:00 a.m.
Summit	8:30 a.m. to 5:00 p.m.

September 19th – Salt Lake Region

Wyndham Hotel
215 West South Temple, Salt Lake City

Continental Breakfast	8:00 a.m.
Summit	8:30 a.m. to 5:00 p.m.

September 30 – Southwest Region

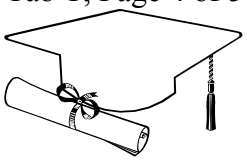
Southern Utah University Hunter Conference Center
351 West Center Street, Cedar City

Continental Breakfast	8:00 a.m.
Summit	8:30 a.m. to 5:00 p.m.

October 1st – East Region

The MARC (Moab Arts and Recreation Center
111 East 100 North, Moab

Continental Breakfast	8:00 a.m.
Summit	8:30 a.m. to 5:00 p.m.



Governor's Summits On Competency-Measured Education

Date & Location

8:00 a.m.	*Registration and Continental Breakfast*	
8:30 a.m.	*Welcome and Introductions*	*Dr. Richard E. Kendell* *Deputy of Education*
8:40 a.m.	*Keynote Address*	*Governor Michael O. Leavitt*
9:15 a.m.	*Remarks*	*Kim R. Burningham* *Chairman, State Board of Education* *Nolan E. Karras* *Chair, Utah State Board of Regents*
9:30 a.m.	*Presentation of Model for Performance Plus*	*Dr. Steven O. Laing* *State Supt. of Public Instruction* *Dr. Patti Harrington* *Associate Supt., Instructional Services*
10:30 a.m.	*Refreshment Break*	
10:45 a.m.	*Break-out 1 (Color Groups)*	*See back for details*
11:45 a.m.	*Lunch*	
1:00 p.m.	*Breakout 2 (Like Roles)*	*See back for details*
2:15 p.m.	*Breakout 3 (District Team & Collaborators)*	*See back for details*
3:15 p.m.	*Refreshment Break*	
3:30 p.m.	*Wrap-up*	

GOVERNOR'S SUMMIT:
QUESTIONS FOR HIGHER EDUCATION

1. What does competency-measured learning mean to higher education? How is competency-measured learning different from what is already done?

2. How is higher education working with public education to support competency development in the high school core curricula in order to promote student success in college?

3. How does higher education currently measure competencies of entering high school graduates?

4. Will these tools/methods of assessment be adequate for high school graduates who enter higher education with a competency-based credential? What about those students with specialty education, such as a credential from the technology high school?

5. How can higher education better assess learned competencies in order to move students ahead and what systems will be needed to actually facilitate such movement?

6. What are the economic implications of a competency-based, flexible test system in higher education?

September 3, 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 – Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held July 9, 2003, at the Board Offices in Salt Lake City, Utah.

2. Grant Proposals - Approval to submit the following proposals:
   A. University of Utah – National Science Foundation; "A Unified Experimental Environment for Diverse Network Technologies;" $6,685,027. Frank Jay Lepreau, Principal Investigator.

   B. Utah State University – National Institute of Health; "CH..O Hydrogen Bonds;" $1,275,000. Steve Scheiner, Principal Investigator.

   C. Utah State University – National Institute of Health; "Mechanisms of Acyl, Phosphoryl, and Sulfuryl Transfer;" $1,470,000. Alvan C. Hengge, Principal Investigator.

   D. Utah State University – National Institute of Health/NIMH; "Exceptional Survival in Families: Coordinating Center;" $2,787,792. Christopher Corcoran, Principal Investigator.

   E. Utah State University – Missile Defense Agency; "RAMOS Task Order 12 Continuation of Detailed Design Efforts;" $4,024,611. Tom Humpherys, Principal Investigator.

   F. Utah State University – Department of Commerce, Economic Development Administration; "Federal Assistance to Fund the Infrastructure Needs for the Expansion and Development of the Utah State University Innovation Campus;" $2,700,000. M. K. Jeppesen, Principal Investigator.

   G. Utah State University – U.S. Department of Defense, U.S. Navy; "Time Critical Sensor Image/Data Processing Task Order #3;" $2,999,691. Niel S. Holt, Principal Investigator.

   H. Utah State University – U.S. Department of Defense, U.S. Navy; "Response to Time Critical Sensor Image/Data Processing Task;" $11,999,964. Niel S. Holt, Principal Investigator.

I. Utah State University – USDA Cooperative State Research Service; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal;" $3,023,912. V. Philip Rasmussen, Principal Investigator.

J. Utah State University – National Science Foundation; "Partnership for Building Technology Innovations in a Rural Environment;" $1,037,424. M. K. Jeppesen, Principal Investigator.

K. Utah State University – Institute of Education Sciences; "Prevention Plus: An Effective Program to Prevent Antisocial Behavior;" $1,841,062. Richard P. West, Principal Investigator.

L. Utah State University – USDA Cooperative State Research Service; "Implementation of the Western Region Sustainable Agriculture Research and Education (SARE) Professional Development Program (PDB);" $1,090,298. V. Philip Rasmussen, Principal Investigator.

M. Utah State University – National Aeronautics and Space Administration (NASA); "Geostationary Imaging Fourier Transform Spectrometer (GIFTS);" $1,898,372. Gail Bingham, Principal Investigator.

N. Utah State University – NASA; "Geostationary Imaging Fourier Transform Spectrometer (GIFTS);' $6,170,527. Gail Bingham, Principal Investigator.

O. Utah State University – NASA; "Far-Infrared Spectroscopy of the Troposphere (FIRST) (IIP); $1,315,450. Gail Bingham, Principal Investigator.

P. Utah State University – Duke University; "Epidemiology of Alzheimer's Dementia in Cache County, Utah;" $1,164,179. Maria C. Norton, Principal Investigator.

Q. Utah State University – NASA Langley Research Center; "Geostationary Imaging Fourier Transform Spectrometer (GIFTS);" $16,361,333. Gail Bingham, Principal Investigator.

R. Utah State University – Department of Health & Human Services; "Animal Models of Human Viral Infections for Evaluation of Experimental Therapies: Influenza and Orthopox Viruses;" $8,487,744. Robert W. Sidwell, Principal Investigator.

S. Utah State University – U.S. Department of Defense, U.S. Air Force; "Network Visualization and Exploratory Data Analysis;" $1,291,426. Robert F. Erbacher, Principal Investigator.

T. Utah State University – Department of Health & Human Services; "Mechanistic Studies on CO2+-Dependent Map from E. Coli;" $1,449,000. Richard C. Holz, Principal Investigator.

U. Utah State University – U.S. Department of Education; "Operate Regional Resource Center, Region No. 5, Utah State University;" $1,324,400. John Copenhaver, Principal Investigator.

V. Utah State University – Government of the Dominican Republic; "Estudios Basicos Para el Manejo de los Sistemas de Reiego – Promasir and IDB;" $1,417,978. Christopher Neale, Principal Investigator; Paul Box, Co-Principal Investigator.

W. Utah State University – U.S. Department of Defense, Missile Defense Agency; "RAMOS Joint Preliminary Design Review Task Plan 6;" $2,720,852. Thomas Humpherys, Principal Investigator.

X. Utah State University – U.S. Department of Defense, U.S. Navy; "Response to Time Critical Sensor Image/Data Processing Task;" $1,900,000. Niel S. Holt, Principal Investigator.

Y. Utah State University – USDA Cooperative State Research Service; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal; $3,012,500. V. Philip Rasmussen, Principal Investigator.

Z. Utah State University – U.S. Department of Defense, Missile Defense Agency; "RAMOS Task Order 12;" $4,024,611. Thomas Humpherys, Principal Investigator.

AA. Utah State University – National Science Foundation; "Advance-US: Applying a Successful Business Model to a University;" $4,184,863. Ronda Callister, Principal Investigator.

BB. Utah State University – Department of Health & Human Services; "Microbial Metabolism of Aliphatic Alkenes, Epoxides, and Ketones;" $1,725,600. Scott A. Ensign, Principal Investigator.

CC. Utah State University – Department of Health & Human Services; "Nitrogenase Mechanism;" $1,464,021. Lance C. Seefeldt, Principal Investigator.

DD. Utah State University – Department of Health & Human Services; "Exceptional Survival in Families: Coordinating Center;" $4,045,978. Christopher D. Corcoran, Principal Investigator.

EE. Utah State University – Microbiosystems; "Rapid Clinical Diagnosis of Biothreat Agent Infections;" $2,148,702. Linda S. Powers, Principal Investigator.

FF. Utah State University – NASA; "Microbial Monitoring for Human Health and Safety in the International Space Station;" $5,698,853. Linda S. Powers, Principal Investigator.

GG. Utah State University – Northrop Grumman Space Technology; "Space-Based Surveillance (SBSS) - ECP #1 - Secondary Payloads;" $6,518,667. Robert Anderson, Principal Investigator.

HH. Utah State University – Northrop Grumman Space Technology; "Space-Based Surveillance (SBSS) - Payload Portion;" $18,156,216. Robert Anderson, Principal Investigator.

3. Proposed Revision to Policy R120, *Bylaws of the State Board of Regents*. It is proposed that the Board Executive Committee be increased by one to add a member at large, appointed by the Board Chair.

4. 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 October 31, 2003 at Utah Valley State College in Orem, Utah to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

CHF:jc
Attachments

Cecelia H. Foxley, Commissioner

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
BOARD OFFICES, THE GATEWAY
July 9, 2003

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Linnea S. Barney
Daryl C. Barrett
Bonnie Jean Beesley
Kim R. Burningham
William Edwards
David J. Grant
L. Brent Hoggan
James S. Jardine
Michael R. Jensen
Charles E. Johnson
David J. Jordan
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow

Regents Excused
Maria Sweeten

Office of the Commissioner
Cecelia H. Foxley, Commissioner
David Buhler, Associate Commissioner for Public Affairs
Don A. Carpenter, Executive Assistant
Joyce Cottrell, Executive Secretary
Jerry H. Fullmer, Director of Information Systems
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
Julie Vincent, Administrative Assistant, Finance and Facilities
Deanna D. Winn, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects

INSTITUTIONAL REPRESENTATIVES

University of Utah
J. Bernard Machen, President
A. Lorris Betz, Senior Vice President for Health Sciences/Dean, School of Medicine
Paul Brinkman, Associate Vice President for Budget and Planning
Gordon Crabtree, Chief Financial Officer, University Hospitals and Clinics
John Francis, Associate Vice President for Undergraduate Studies

Richard A. Fullmer, Executive Director, University Hospitals and Clinics
Maureen Keefe, Dean, College of Nursing
Nancy Lyon, Assistant Vice President for Governmental Affairs
Laura Snow, Special Assistant to the President and Secretary of the University
Kimberly Wirthlin, Assistant Vice President for Health Sciences

Utah State University
Kermit L. Hall, President
Stan L. Albrecht, Executive Vice President and Provost
Juan N. Franco, Vice President for Student Services
Richard W. Jacobs, Budget Director

Weber State University
F. Ann Millner, President
Kathleen Lukken, Provost
Norman C. Tarbox, Jr., Vice President of Administrative Services

Southern Utah University
Steven D. Bennion, President
Donna Lister, Director, WSU-SUU Cooperative Nursing Program
Harold Ornes, Dean of Sciences
Gregory L. Stauffer, Vice President for Administrative and Financial Affairs

Snow College
Michael T. Benson, President
Bradley A. Winn, Vice President of Academic Affairs

Dixie State College
Stanley J. Plewe, Vice President of College Services
Sabrina Friedman, Director of Nursing
Joe Peterson, Acting Vice President of Academic Services

College of Eastern Utah
Ryan L. Thomas, President

Utah Valley State College
William A. Sederburg, President

Salt Lake Community College
Judd D. Morgan, Interim President
Donald L. Porter, Vice President of Business Services

Utah College of Applied Technology
Gregory G. Fitch, President
Linda Fife, Vice President for Academic and Student Services
Wendy Boren, Davis Applied Technology Center
Jay Greaves, Davis Applied Technology Center

Students
Hillary Call, Utah Intercollegiate Assembly
Vicki Carroll, Southern Utah University
Jed C. Christensen, Snow College
Duke DiStefano, Utah State University
Jed Lloyd, College of Eastern Utah
Chad Marchant, Southern Utah University
Kyle Poll, Weber State University
Ahlie Steed, Dixie State College

Representatives of the Press
Shinika A. Sykes, *Salt Lake Tribune*
Twila Van Leer, *Deseret News*

Representatives of the Health Care Industry
Steve Bateman, Chief Executive Officer, Ogden Regional Medical Center
Deb Burcombe, Executive Director, Utah Health Care Association
Paul Jackson, Intermountain Health Care
Mary Joe Jones, Ogden Regional Medical Center
Nancy Nowak, Vice President for Nursing, Intermountain Health Care
Laura Poe, Executive Director of Nursing, Division of Occupational and Professional Licensing
Becky Richards, Executive Director, Utah Nurses Association

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
Hy Higham, Higher Ed Research

Chair Nolan Karras called the meeting to order at 9:00 a.m. He excused Regent Maria Sweeten, who was out of state and would be joining the Executive Session portion of the meeting later via telephone.

Introduction of New Regents and Swearing in of New Student Regent

William Edwards. Chair Karras introduced the new student Regent, William (Billy) Edwards, who was the University of Utah's student body president last year. His nomination has been confirmed by the Utah Senate. Chair Karras administered the Oath of Office to Regent Edwards and welcomed him to the Board.

Bonnie Jean Beesley. Chair Karras introduced Bonnie Jean Beesley, who has been nominated as a Regent by the Governor. He said her name had not been sent to the Senate in time to be confirmed for this meeting, but invited her to fully participate in the September board meeting. Regent Beesley served for seven years on the Salt Lake Community College Board of Trustees, including five years as chair. Chair Karras said the Governor would make one more appointment to the Board, and Regent Beesley and the other new Regent would be sworn in after they have been confirmed by the Senate.

Election of Vice Chair

Chair Karras announced that the Board needed to elect a new Vice Chair to fill the vacancy created by the expiration of Pamela Atkinson's term of service. **Regent Pitcher nominated George Mantes as Vice Chair. The nomination was seconded by Regent Jensen. Chair Karras called for additional nominations. Hearing none, Regent Mantes was elected Vice Chair unanimously.** Chair Karras congratulated Regent Mantes, who said he was pleased to serve the Board as Vice Chair.

Panel Presentation on the Nursing Shortage

Chair Karras said he, Vice Chair Mantes, Regent Barrett and Commissioner Foxley had traveled to Cedar City and St George in June to discuss the nursing situation with officials of Dixie State College and Southern Utah University. Commissioner Foxley welcomed the panelists and introduced them to the Regents:

Deb Burcombe, Executive Director, Utah Health Care Association
Steve Bateman, Chief Executive Officer, Ogden Regional Medical Center, and Past Chair of the Utah Hospital Association
Maureen Keefe, Dean of Nursing, University of Utah, and Chair, Utah Nursing Leadership Forum
Nancy Nowak, Vice President for Nursing, Intermountain Health Care
Laura Poe, Executive Director of Nursing, State Department of Licensing
Becky Richards, Executive Director, Utah Nurses Association

Commissioner Foxley thanked Ms. Nowak for delaying her family vacation to participate on the panel and apologized to Ms. Burcombe for the misspelling of her name on the agenda materials (Tab A). She introduced Kim Wirthlin, Assistance Vice President for Health Sciences at the University of Utah, who would serve as moderator of the panel discussion. She asked Ms. Wirthlin to introduce the topic and asked the panelists to make introductory statements. She invited the Regents and Presidents to comment or ask questions following the panelists' presentation.

Kim Wirthlin. Ms. Wirthlin began by saying the Utah Legislature had been informed of the nursing shortage and the desire to expand nursing programs at higher education institutions. There was broad support in the 2003 Legislative Session, and a commitment was made early in the Session to fund $2.5 million for nursing programs. However, late in the Session it was discovered that implementing that plan would have required that the $2.5 million be cut from the higher education budget and the money reallocated to the nursing programs. This cut would have brought higher education's budget cut to $48.5 million for 2003-2004. When combined with unfunded enrollment, the total cut would have escalated to $91 million. This was not an acceptable solution so the nursing programs were not funded as requested.

Ms. Wirthlin pointed out that the health care industry looks to Colleges of Nursing to expand their programs and increase the supply of nurses to meet the current shortage. Under the current situation, the nursing issue has brought together the Higher Education and the Health and Human Services Appropriations Subcommittees, making more legislators aware of the situation. Health and Human Services has spent time in the last two interim sessions discussing what is needed to address this issue. The Education Interim Committee has heard little about the nursing shortage. However, when the 2004 Legislative Session begins in January, this issue will go before the Higher Education Appropriations Subcommittee. Those legislators need to be educated about the situation. Ms. Wirthlin thanked Chair Karras and Commissioner Foxley for putting this item on the Board agenda and for putting together an outstanding panel.

Becky Richards. Ms. Richards explained that the current nursing shortage was a "baby boomer" demographic phenomenon. We have an above-average proportion of nurses aged 45 and over. Historically, nurses retire at approximately 55 years of age. Between the years of 2005 and 2008, "baby boomer" nurses will be between the ages of 45 and 62. This will cause a mass retirement exodus from the workforce. By 2010, 40 percent of the nursing workforce will be over the age of 50. There is a decline of new nursing graduates and a shortage of nursing instructors.

Steve Bateman. Mr. Bateman said he represented the 40 acute care medical centers and hospitals in the state. The shortage of nursing staff varies by individual hospital and by geographic area. The current nursing shortage is different from previous shortages in that this is likely to be long-standing and persistent, primarily because of the shift in demographics along with the increased age of the population. The vacancy rates of RNs are currently 8-10 percent of all the total positions, as opposed to 6-8 percent last year. It takes an average of 30 days to recruit an entry level medical surgical nurse. More sophisticated and specialty care nurses take typically 90 days or longer to recruit. This places a significant hardship on the hospitals. Physicians complain about the temporary nurses caring for acutely ill patients because they generally are not familiar enough with the protocol and lack the specific expertise needed for those patients. This is a great concern for hospital administrators and physicians. Typically, Utah hospitals in urban areas are bidding against each other to recruit nursing staff, which drives up the cost of nursing and therefore of health care.

Mr. Bateman said there is a large movement out of acute care hospitals. Many nurses prefer to work in physicians' offices and other locations where they can work regular hours and care for less acute patients. The problem lies primarily with the shortage of trained faculty. Many individuals want to pursue nursing degrees who cannot get into the programs.

Nancy Nowak. Ms. Nowak said she had just recently moved to Utah with her family. Utah is viewed as doing a good job taking care of people in hospitals. Quality nursing care is a large factor in that image. Nurses work with the patients constantly. Hospitals have a responsibility to be innovative in order to ensure that nurses who go there to work want to stay there to work. Nationally there is a shortage of individuals wanting to become nurses. Fortunately, Utah is an exception and consequently is in a unique situation. This means Utah can be a model to other states. If the nursing crisis is not addressed now, the situation will continue to worsen.

Ms. Nowak said she was encouraged to see partnerships between academe and health care services. Hospitals and service providers have a role in making this synergy work by providing slots for clinical rotations and making sure there are opportunities for training in the hospitals. They are also responsible for keeping nurses at the bedside and for making the workplace less stressful and a place which feels safe and comfortable for the nurses.

Deb Burcombe. Ms. Burcombe said the Utah Health Care Association represents the facilities providing long-term care (i.e., nursing homes). These facilities provide 24-hour, skilled nursing care for frail, sick, elderly and disabled individuals who need a higher level of care. Long-term care facilities have a 24 percent vacancy rate in nursing staff. In addition to having aging parents who may need that level of care, it is likely that some of us will require long-term care services ourselves.

Laura Poe. Ms. Poe also addressed the issue of an aging workforce and an aging population to receive those services. The average age of a Utah nurse is 43; the national average is 42. Over half of the nurses in Utah are over the age of 40; twenty percent are over 50. Because nursing is arduous work, many nurses do not work longer than three to five years. Nurses entering the profession are beginning at a later age in their lives. At the same time, the general population is aging. Other states are recruiting our students who cannot get into nursing programs in Utah. Ms. Poe stressed the need for keeping these people in Utah. Although programs are increasing in size for training nurses, the number of licenses is staying constant. Our nurses are being heavily recruited by other states where they are being paid very nicely. Utah has approximately 4300 licensed nurses who are not currently working in their profession in the state.

Maureen Keefe. Dean Keefe said a unique aspect of the nursing shortage is the critically acute shortage of nursing faculty. The current crisis is unprecedented. Nursing schools were surveyed to determine what is limiting enrollments. The results showed that the limiting factor was the number of nursing faculty and the available slots for them. We clearly need more nursing educators. Dean Keefe said nursing faculty are passed at two levels – masters and doctorate. The average age of a doctoral-prepared faculty is 54 years; the average age of a master's-prepared faculty is 49. A 1993 survey showed that over 50 percent of the nursing faculty was over the age of 50. In 2002, 70 percent were over 50. This is going to drive the nursing shortage. Nursing Deans and Directors surveyed their faculty and learned that of 250 nursing faculty, over half were over the age of 50, and one-third of them were planning for retirement in the next five years.

Commissioner Foxley thanked the panelists for their remarks and opened the discussion to questions from the Regents and Presidents. Regent Johnson mentioned a state-funded nursing initiative to get funding

for more faculty positions. Secondly, Utah is one of the highest taxed states but one of the lowest in health care costs. He referred to Ms. Poe's comment that 4300 nurses were licensed but not practicing in Utah and asked how much of the turnover was due to job satisfaction and how much was salary-driven. Ms. Nowak said it was a combination of the two factors. A new graduate is apt to leave quickly if s/he does not have a good place to work. Surveys have shown that the key factor is work environment. Nursing is primarily a female profession. Sometimes women leave the profession to have a family and do not return for various reasons. One of the reasons they do not return is because they do not feel comfortable with the new technology, which can change dramatically in a short period of time. We need to make returning nurses comfortable in re-entering the profession.

Mr. Bateman said the turnover was approximately 20 percent for acute care hospitals. Utah has an ample supply of interested students. However, there is a changing work ethic. Younger nurses see things differently and may not want to work the longer hours or to stay in the profession for their entire careers. He clarified that salaries are a "dissatisfier" rather than a motivator of causing nurses to leave the profession. Continually escalating salaries will not solve the problem. Dean Keefe said that population demographics was another key factor. Many nurses are retiring, regardless of the salaries they are being paid.

Commissioner Foxley referred to the 4300 licensed RNs who are not currently in the workplace. Do we know who they are, and do we have sufficient contact information to try to recruit them back into the profession? Ms. Poe said that number had come from a study of the Medical Education Committee in conjunction with the Department of Workforce Services and was obtained by comparing Social Security numbers with tax returns to see how many nurses were being paid for working in their profession. Many of these licensed RNs may be working in other states. A re-entry program has been instituted for nurses who have been out of the workforce for five years or more, to give both RNs and LPNs the opportunity to refresh their skills.

Regent Sinclair suggested that nurses in the field of long-term care need improved leadership skills. Nurses in general would be happier if they had more leadership training. In long-term care, salary is an issue. Medicaid pays less than the cost of giving care. This is a very difficult issue. Funding for health care is a national problem.

Regent Jordan asked why there was a shortage of nursing faculty. Second, what is the Regents' responsibility for proper configuration of programs? Do we graduate the right kinds of nurses to address appropriate shortages? Where is the most need? Third, although we have been graduating more nurses, we have not increased the number of licenses at all. This suggests that we are subsidizing the education of exports to other states, which is a serious economic problem. What is the solution to this national problem?

Dean Keefe said it was a supply/demand issue. The biggest dynamic is retirement and an aging workforce. Retirements are driving the nursing faculty shortage. There is also the issue of competition with other states; our faculty salaries have not kept up. Ms. Wirthlin pointed out that students generally have not been entering faculty preparation programs. Dean Keefe said masters- and doctorate-trained nurses have a

variety of duties in addition to their academic faculty positions. All of the institutions have been trying to expand their programs, recruit more students, and retain their faculty.

Ms. Wirthlin suggested that data be gathered on the import/export situation and specific needs. Dean Keefe reported that at a nursing leadership forum, deans and directors had been asked to look at what they could do to expand their programs and prepare new nurses. Their subsequent proposal, which has been presented to the Legislature, talked about the number of RNs who could be prepared as well as the ADNs who could be advanced to baccalaureate training.

Commissioner Foxley thanked the panelists and invited them to respond in writing to the questions and issues that have been raised. In response to Chair Karras' question, she said the nursing issue would be brought back at a future meeting with recommendations for the Regents to consider.

USHE Institutional Survey Regarding Noel-Levitz/ Student Success Task Force Recommendations

Commissioner Foxley pointed out that the Regents' folders contained replacements for Attachments 1 and 2 to Tab B. Associate Commissioner Buhler said a question had been raised in the April Board meeting about what was already being done at the institutions and which recommendations from the Noel-Levitz group or the Student Success Task Force were already being implemented. Subsequently, a questionnaire was sent to nine of the institutions. Fifteen questions related to the recommendations of the Noel-Levitz group and the Student Success Task Force. A summary of the results of that survey was shown in Attachment 2. Attachment 3 provided one example of measurable success from four of the institutions.

Assistant Commissioner Safman said all of the institutions are engaged in some activities which support student success. She gave the example of remedial reading and said students often enter college who do not understand the strategy for reading comprehension. This is a critical area. The questionnaire asked about institutional efforts to attract low income, first-generation students. The University of Utah is working well with ethnic minorities. Weber State University's Multicultural Youth Conference shows promise of attracting these students; we need support programs to retain them. When low cut-off scores are acceptable on placement exams, it appears as though students do not need remediation. Dr. Safman suggested that the institutions mandate remediation when scores are low because the students will not place themselves in remedial classes.

Assistant Commissioner Safman addressed the issue of prerequisite courses to enter a major. Sometimes faculty want to teach a specific course which might not necessarily articulate into a major. She suggested that the institutions revisit their policies to make sure that prerequisite courses are available. Also, the ratio of students to academic advisors is much too high. She commended UVSC's First Year Experience Program. Some institutions do not have the resources to assess their return on investment. She recommended asking the institutions how they use the data gathered from their student satisfaction surveys to improve student success. A study by the National Survey for Student Engagement showed that grades should be issued

on such factors as interaction with faculty outside of the classroom, study time, involvement in campus activities, etc.

Dr. Safman recommended that UCAT's success with open-entry/open-exit programs be considered in the next survey. Regent Johnson said this would require further consideration by the Academic Committee. Commissioner Foxley indicated the USHE is considering hosting a one-day leadership workshop with representatives of Noel-Levitz and representatives of each institution's recruitment and retention team to discuss strategies for developing fundamental recruitment and retention skills from a systemwide perspective. More details will be provided when they become available.

U.S. Supreme Court Decisions on Affirmative Action

Commissioner Foxley referred to Tab C which contained analyses solicited by the *Chronicle of Higher Education* on the U.S. Supreme Court's recision regarding affirmative action. Chair Karras said he appreciated the excellent reading material which was provided to help the Regents understand the issue. Commissioner Foxley asked Presidents Hall and Machen to speak.

President Hall said the single most important part of this decision was the support the Court has given to the autonomy of higher education to set its own standards. It was a very powerful statement, especially by Justice O'Connor.

President Machen said the Court decision affirms the basic policy of higher education for 25 years. It is an affirmation of the status quo with some tightening of the operational aspects. There will be no change in the University of Utah's admission procedures as a result of this ruling, and the University continues to be in compliance with the law. As mentioned in the majority opinion, this affirmed that diversity is a positive thing in higher education.

Vice President Betz emphasized the importance of diversity to the student body. Every medical school feels that diversity is vital. Decisions need to be made on an individual basis and not based on quotas. Race-conscious admissions are permitted. Admissions at the University are not race- and gender-based alone; the University looks for individuals with diverse backgrounds. After the audit report a year ago, modifications were made and implemented to the admissions process. The University Medical School is in compliance with the Supreme Court decisions and does not anticipate making any further changes to the process.

Regent Sinclair commended President Hall for his opinion piece in the *Salt Lake Tribune*. Regent Johnson said the issue of the economically disadvantaged being under-represented in higher education needs to be addressed. Chair Karras said he had met with Sam Curley of the Utah Coalition for Minorities in Higher Education (UCAMHE) and Phil Bernal of the Commissioner's staff regarding the search for a new Commissioner. Phil reported that 20 percent of the Hispanics could not even take the ACT exam. This figure jumps to over 90 percent at some schools in the valley. Chair Karras said the issue for the Regents is that we believe our current policies are in compliance with the Supreme Court decision.

Chair Karras said he had invited Sam Curley to attend a future Board meeting to report on the barriers for educating socioeconomically deprived students. The Regents have raised tuition but have not made sufficient effort to help students who cannot pay the cost of a college education. Individuals at lower economic levels cannot break through to get an education to get them into higher paying jobs without the Regents' help. Chair Karras said he had invited UCAMHE representatives to attend Board of Regents meetings occasionally to raise the Regents' awareness of the issue. He noted that this was also a significant issue for the State Board of Education and that Regent Burningham had committed to work with the Board of Regents on this issue.

Chair Karras said the 2001 Siciliano Forum, sponsored by the University of Utah's Hinckley Institute of Politics, had featured Dr. Alejandro Portes as speaker. His topic was "Immigration and the Future of American Society." Copies of his address were in the Regents' folders, and Chair Karras urged the Regents to read it. Regent Sinclair said the SHEEO publication sent with the agenda materials also covered issues important to achieving student success.

Commissioner Foxley said UCOPE was the natural vehicle for getting more need-based financial aid. Utah is one of the lowest states in the country for state-funded, need-based financial aid. It is an item in our budget request every year, and we need to convince our legislators to provide more funding.

Personnel Announcements

Chair Karras asked the Presidents to announce personnel changes at their institutions. President Hall introduced Juan Franco, the new Vice President for Student Affairs at USU. Dr. Franco comes to Utah from New Mexico State University and has been especially helpful in working with the Hispanic community. Vice President Plewe introduced Joe Peterson, who will replace Max Rose as Dixie's Academic Vice President, and Sabrina Freedman, Director of Nursing. Dr. Freedman previously worked at the University of Nevada, Las Vegas. President Millner recognized Dr. Kathleen Lukken, who is WSU's Interim Provost. President Bennion introduced W. Harold Ornes, Dean of Sciences, and Donna Lister, Director of the WSU-SUU cooperative nursing program. President Benson announced that on August 1, Brad Winn's title would be changed to Provost, and Rick Wheeler would become the Vice President for College Relations. Several Presidents introduced their student body presidents and other student leaders.

Regent Burningham was recognized as the President-elect of the National School Boards Association.

The Board broke into committee meetings at 11:00 a.m. and reconvened as a Committee of the Whole at 12:20 p.m.

Report of the Chair

Appointments. Chair Karras said it had become necessary to appoint Regents to various boards and committees to fill the vacancies caused by the expiration of Pamela Atkinson's and Brent Hoggan's terms as Regents. He announced that Regent Pitcher had agreed to serve on the State Board of Education and that Regent Barrett had agreed to serve on the UCAT Board of Trustees. Brent Hoggan has agreed to remain on

the UHEAA Board of Directors. Chair Karras said he would be making additional appointments to Board committees when the other new Regents have been appointed.

Report of the Commissioner

Commissioner Foxley noted that additional information had been distributed to the Regents regarding financial aid. Also included in the folders were copies of letters which had been faxed earlier in the week to Utah's Congressional delegation regarding the status of Pell Grants. The Commissioner called attention to the Utah Foundation's May 2003 Research Report which focused on their study of the balance between tax income and state spending. She referred to the chart on page 3 and pointed out the significant impact of higher education on the economic development and distribution of state resources in some of the smaller counties.

Dates to Calendar. Commissioner Foxley announced that the following events had been scheduled:

August 18 – President Ann Millner's installation
August 22 – Higher Education Appropriations Subcommittee Meeting at UVSC
August 21 – Opening of WSU's Davis Campus
September 11-12 – Board of Regents meeting at SLCC
September 20 – President Ryan Thomas's installation
October 30 – President Bill Sederburg's installation
October 31 – Board of Regents meeting at UVSC
December 12 – Board of Regents meeting in Regents' Board Room, The Gateway

Best of State Awards. Commissioner Foxley congratulated the following individuals and institutions for receiving the Best of State Awards:

Services – University of Utah Hospitals and Clinics
Science and Technology – Dr. Mario Capecchi, Co-director, UofU Institute of Genetics
Arts and Entertainment – Utah Shakespearean Festival
Agriculture – Dr. Kenneth White, USU Professor

Recognition of Twila Van Leer. Commissioner Foxley announced that Twila Van Leer, higher education reporter from the Deseret News, would be retiring in August. She thanked her for her excellent coverage of higher education throughout her career.

Reports of Board Committees

Academic, Applied Technology and Student Success Committee

Consent Calendar (Tab D). Chair Jardine said USU's proposal to reorganize the departments within the College of Natural Resources was an extension of the reorganization approved earlier as an exception to

the moratorium. New degree proposals will come forward in September. **On motion by Chair Jardine and second by Vice Chair Mantes, the following items were approved on the committee's Consent Calendar:**

A. Utah State University – Restructured Programs in the College of Natural Resources
B. Weber State University – Program Deletions
C. Salt Lake Community College – Fast Track Skills Center Programs

Information Calendar (Tab E). Chair Jardine referred to the University of Utah's name and program changes on the Information Calendar and offered to respond to questions. There were none.

Discussion on the Moratorium on New Programs and the Programs in Planning Stages (Tab F). Chair Jardine reported that the exceptions to the moratorium were frustrating for the institutions which would like to do new things in light of stringent budget circumstances, i.e., eliminating some programs and moving the savings over to other programs. The committee confirmed that this would not be an exception. They discussed the meaning and purposes of the moratorium at some length and whether or not there were reasons to reconsider the policy. The consensus of opinion was that the committee should revisit the contours of the moratorium and that there are reasonable and practical things which can be done by going forward. **The committee concluded that some change or modification of the moratorium should be considered and suggested that the Chief Academic Officers (CAOs) and Council of Presidents (COP) make a recommendation, recognizing the tight budget situation.** The committee received word that our message has been received by the Legislature. Chair Jardine said this was not an action item, and a recommendation will be brought to the full Board at a later meeting. He said he did not anticipate that the proposed changes would "open the floodgates" so that every desired program would move forward.

In response to a question, Chair Jardine said the committee had not discussed nursing, which was "on its own track." Committee members wanted to hear the earlier presentation by the nursing panel so they would have better information. Chair Jardine said they were not prepared to move the nursing issue forward as it was still being studied. Regent Sinclair said there is a great need for leadership in all kinds of nursing, not just for BSNs. There is also a strong need for two-year nurses and LPNs. Regent Grant asked about nursing programs in the fall. Chair Jardine responded that the 2+2 programs currently in place will continue to be in place this fall.

Commissioner Foxley noted that Dixie and SUU had planned to begin their programs in 2004. Chair Jardine said there would be a report in September. He said the Program Review Committee (PRC) had discussed the idea of hiring an outside consultant to do a study because they are trying to understand the need, and there are several key factors. Once the committee approves a program, it goes into the regular process. The Academic Committee will not have a fully developed and approved program by September.

Chair Karras said he did not want procedure to get in the way of ensuring that we have good programs for the students. If the committee decides the program makes sense, he would prefer to bring it to the Board to see if they would be willing to make an exception rather than letting it get mired in procedure. Chair Jardine said the committee was implementing Board policy. Before the moratorium, the PRC would have made a preliminary judgment on some of these questions. The Commissioner's Office has asked for feedback from the CAOs, especially those from institutions with nursing programs.

The PRC met earlier in the week, and Regents Barrett and Mantes went to southern Utah on the nursing issue, along with Chair Karras and Commissioner Foxley. Chair Karras said both Presidents are collaborating on future programs and proposing new programs which would be move toward an approval or disapproval process in September or October. Vice Chair Mantes said the PRC was on track, but a good procedure is necessary to make the process work.

Regent Atkin asked if the PRC ensured that proposed programs were adequately funded. Chair Jardine said one of the exceptions if the program can save money or produce efficiencies. A possible modification is when the money will come from eliminating another program. Regent Beesley asked if the process were broad enough to include an overall view of the state. There is a variation between geographic areas and the academic programs needed in the various areas of the state. Chair Jardine said the committee had been charged with making statewide judgments.

Chair Karras thanked Chair Jardine for the good discussion of a difficult issue.

Finance, Facilities, and Accountability Committee

Long-term Enrollment Projections (Tab G). Chair Pitcher referred to the replacement materials in the Regents' folders. The committee approved the report, subject to refinements in the areas of more information on undergraduate, non-resident and graduate students, as well as impact on Custom Fit. He asked the Commissioner's staff to review the report in comparison with the Utah Foundation study. **Chair Pitcher moved approval of the projections. The motion was seconded by Regent Grant and carried unanimously.**

UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds, 2003 Series V (Tab H). Chair Pitcher said the report had been presented to the committee by Regent Grant, a member of the UHEAA Board. The Resolution authorizes an Eleventh Supplemental Indenture to the 1988 General Indenture, providing for an additional series, Series V. The proposed issue consists entirely of refunding bonds for the Loan Purchase Program (LPP). The proposed refunding bonds will refinance existing fixed rate tax-exempt bonds originally issued under the 1993 General Indenture, Series 1993B, C and D, totaling $43,365,000. Stating that the timing and interest rates were right for this issue, **Chair Pitcher moved approval of the bond resolution. The motion was seconded by Regent Snow and carried with the following vote:**

YEA: Jerry C. Atkin
Daryl C. Barrett
William Edwards
David J. Grant
James S. Jardine
Michael R. Jensen
Charles E. Johnson
Nolan E. Karras
E. George Mantes
Jed H. Pitcher
Sara V. Sinclair

Marlon O. Snow

NAY: (None)

Regent Jordan was not present at the time of the vote.

University of Utah – 2003-2004 Budget for University Hospitals and Clinics (Tab I). Chair Pitcher said the committee had heard an excellent presentation by Dr. Lorris Betz, Senior Vice President for Health Sciences; Rick Fullmer, Chief Executive Officer, and Gordon Crabtree, Chief Financial Officer. The committee was very impressed with the hospital's performance. For FY 2003, the hospital generated $21.1 million, the Utah Neuropsychiatric Institute (UNI) generated $1.2 million, and the clinics lost $1.1 million, making a total for capital and transfers of $21.2 million. For FY 2004, the hospital is expecting to see revenues of $17.4 million, and another $1 million from UNI, with the clinics breaking even. **Chair Pitcher commended President Machen, Dr. Betz, Mr. Fullmer and Mr. Crabtree for an excellent report and moved its approval. The motion was seconded by Regent Atkin and carried unanimously.**

Commissioner Foxley asked Dr. Betz to comment. Dr. Betz said the 2002 Legislature had appropriated excise tax funds from tobacco. The University of Utah received $4.5 million of additional funding from this appropriation, which was used as seed money for matching funds through Medicaid. Approval has been received for this match, which will generate $14.9 million, which will flow through the University budget and be passed down to the Hospital budget.

Regent Jardine said this had been an item of focus for seven years or longer. When he was Chair of the University of Utah Board of Trustees, health science centers nationally were awash in red ink. The Harvard Medical Center lost $150 million. He credited this extraordinary turnaround to the leadership of Dr. Betz and Mr. Fullmer and his team and led the Board in applauding their efforts. Commissioner Foxley noted that before he hired Dr. Betz, President Machen had an office in the Health Sciences so he could stay on top of the situation.

Vote was taken on the motion, which carried unanimously.

Utah State University – Potential O&M Costs for Donated Building (Tab J). Chair Pitcher said President Hall had discussed this transaction in committee. USU wishes to accept the donation of the former K-mart building in Brigham City. If the building is ultimately used for instruction, the University will request O&M funding at a later date. **Chair Pitcher moved approval of the acceptance by Utah State University of the proposed donated building and property in Brigham City. The motion was seconded by Regent Johnson and carried.**

Salt Lake Community College – Notice of Potential Property Purchase (Tab K). Chair Pitcher said Interim President Morgan had reported that the item was not ready to be submitted to the Board. **Discussion was deferred, and the transaction may be on a future agenda.**

Consent Calendar (Tab L). Chair Pitcher pointed out that the Regents' folders contained replacements for some of the attachments. **On motion by Chair Pitcher and second by Regent Grant, the following items were approved on the committee's Consent Calendar:**

A. USHE – 2003-2003 Final Work Program Revisions
B. USHE – 2003-2004 Work Program Revisions
C. USHE – 2003-2004 Budget Implementation Reports
D. USHE – 2003-2004 Appropriated Operating Budgets
E. USHE – Spring Semester and End-of-Year Enrollment Reports
F. OCHE – Monthly Investment Report
G. UofU and USU – Capital Facilities Delegation Reports

Administrative Efficiencies – Collaborative Opportunities Among Institutions (Tab M). Chair Pitcher reported that the committee had heard from various Presidents about collaborative opportunities. Updates will be provided at the September Board meeting.

USHE – Informational Report, Current Institutional Investment Practices (Tab N). Chair Pitcher said the committee had received good news. They found that appropriate policies were in place at all of the institutions and that each Board of Trustees had established an investment policy.

UHEAA – Board of Directors Report (Tab O). Chair Pitcher noted that the UHEAA Board had approved the Loan Purchase Program (LPP) budgets. He referred to the last page of Exhibit E, which highlighted the record low interest rates on student loans. Associate Commissioner Norris said there had been a discussion in committee about matching our sources of capital with our returns. He pointed out that the federal government puts a floor on the revenue.

General Consent Calendar

On motion by Vice Chair Mantes and second by Regent Jensen, the following items were approved on the Regents' General Consent Calendar:

1. Minutes – Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held May 30, 2003, at the Board Offices in Salt Lake City, Utah.

2. Grant Proposals - Approval to submit the following proposals:
   A. Utah State University – NASA Langley Research Center, "USURF/SDL Geosynchronous Imaging Fourier Transform Spectrometer (GIFTS)," $16,361,333. Gail Bingham, Principal Investigator.

   B. Utah State University – US Air Force/ARDA , "Network Visualization and Exploratory Data Analysis," $1,291,426. Dr. Robert F. Erbacher, Principal Investigator.

C. Utah State University – National Institutes of Health (NIH); "Animal Models of Human Viral Infections for Evaluation of Experimental Therapies;" $8,487,744. Robert Sidwell, Principal Investigator.

D. Utah State University – NIH; "Microbial Metabolism of Aliphatic Alkenes, Epoxides, and Ketones;" $1,725,600. Scott Ensign, Principal Investigator.

E. Utah State University – NIH; "Nitrogenase Mechanism;" $1,464,021. Lance C. Seefeldt, 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 September 11-12, 2003 at Salt Lake Community College in Salt Lake City, Utah to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Adjournment

Chair Karras recognized Phil Bernal, the Regents' liaison to UCAMHE, who will help prepare a report which has been requested for the September meeting. Chair Karras thanked Mr. Bernal for coming to the meeting.

The Regents convened in Executive Session at 1:22 p.m. and adjourned from there.

Joyce Cottrell CPS
Executive Secretary

Date Approved

R120, Bylaws of the State Board of Regents

R120-l. Purpose

To provide bylaws for the government of the State Board of Regents.

R120-2. References

2.1. Policy and Procedure R110, Utah Code Title 53B (State System of Higher Education)

2.2. Utah Code §53B-1-104(8) (State Board of Regents - Enact Bylaws)

R120-3. Bylaws

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3.6.2. Executive Committee

3.6.2.1. Composition - The Executive Committee shall be composed of the Chair of the State Board of Regents, Vice chair of the Board, the immediate past Chair of the Board if still serving on the Board, [~~and~~] the chairs of the standing committees of the Board, and one committee member at large, appointed by the Board Chair.

(Adopted June 17, 1970; amended July 28, 1970, September 11, 1970, January 20, 1971, July 27, 1971, December 20, 1973, July 22, 1975, July 14, 1980, August 31, 1981, October 11, 1985, September 12, 1986, August 6, 1987, December 16, 1988 and February 24, 1989, June 18, 1993, May 31, 2002, proposed revision September 11, 2003).