

AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

December 11, 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**

**STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS' OFFICES, THE GATEWAY
December 11, 2003**

AGENDA

11:30 a.m. - EXECUTIVE SESSION LUNCHEON MEETING – STATE BOARD OF REGENTS
1:00 p.m. 4th Floor Executive Conference Room

1:00 p.m. - PRESENTATION BY GOVERNOR OLENE S. WALKER
1:30 p.m. Board Room

1:30 p.m. -
3:00 p.m. MEETINGS OF BOARD COMMITTEES

Academic, Applied Technology, and Student Success Committee
4th Floor Executive Conference Room

ACTION:

1. Southern Utah University – Bachelor of Science in Nursing (BSN) Degree Tab A
2. Dixie State College – Bachelor of Science in Nursing (BSN) Degree Tab B

CONSENT:

3. Southern Utah University – Reinstatement of Finance Minor Tab C

DISCUSSION:

4. Proposed Revisions to Policy R401, *Approval of New Programs, Program Additions, or Program Changes* Tab D

Finance, Facilities and Accountability Committee
Board Room

CONSENT:

1. Consent Calendar, Finance, Facilities and Accountability Committee Tab E
 - A. USHE – Monthly Investment Report
 - B. UofU and USU – Capital Facilities Delegation Reports

INFORMATION:

2. USHE – Annual Report of Leased Space Tab F
3. USHE – Salary Equity Study Tab G
4. UHEAA – Board of Directors Report Tab H
5. UHEAA – Role of Student Financial Aid in Access to Higher Education Tab I
6. UVSC – Update on Financing Plans for Construction of Baseball Stadium Tab J
7. SLCC – “Itineris” New Century High School Tab K

3:00 p.m. -
4:00 p.m.

REGULAR BUSINESS MEETING OF THE BOARD
Board Room

1. UCAMHE – Report on Barriers to Higher Education for Minorities Tab L
2. Reports of Board Committees
 Academic Committee (Tabs A - D)
 Finance Committee (Tabs E - K)
3. Report of the Chair
4. Report of the Commissioner
5. General Consent Calendar Tab M

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

December 3, 2003

To: State Board of Regents

From: Richard E. Kendell

Subject: Southern Utah University request to offer a Bachelor of Science in Nursing (BSN) Degree

Issue

Southern Utah University (SUU) has submitted a request for an exception to the moratorium in order to propose a new Bachelor of Science in Nursing (BSN) Degree. The request from SUU includes the request to transfer the administrative responsibility for the existing Associate Degree in Nursing (ADN) and (BSN) Programs offered by Weber State University (WSU) in Cedar City to SUU and the approval of a new curricular approach for a stand alone BSN Degree.

Background

Due to the moratorium placed on new programs by the Regents, SUU has requested that the Program Review Committee (PRC) consider an exception to the moratorium in order that a new program proposal be considered for approval. The Regents have recently heard presentations concerning the nursing shortage in Utah and proposed solutions. Additional information was provided by the Utah Nursing Leadership Forum and two external consultants. The PRC has reviewed information concerning the national nursing shortage and specific information concerning the nursing shortage in southern Utah and the requests from SUU. The PRC has also reviewed the differences between the career ladder approach 2+2 leading to a BSN, and the entry level BSN approach proposed by SUU.

It is clear that the USHE institutions which have nurse education and training as part of their mission need to expand the number of nurses trained at all levels. It is also clear that full funding of the Nursing Initiative is not likely to occur during the upcoming Legislative Session. Therefore, it is necessary to look at the most cost efficient models for expanding the programs.

After carefully reviewing all information to date, the PRC feels that further consultation and analysis needs to take place before a final recommendation is presented. If these consultations confirm a recommendation prior to the meeting on December 11, 2003, that recommendation and supporting information will be hand carried to the meeting.

Richard E. Kendell, Commissioner

REK/GW

MEMORANDUM

December 3, 2003

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Dixie State College: Bachelor of Science Degree in Nursing –Action Item

Issue

Officials at Dixie State College request approval to offer a Bachelor of Science in Nursing (BSN) Degree beginning Fall, 2004

Background

Dixie State College currently offers a Certificate in Practical Nursing (LPN), and an Associate Degree in Nursing (ADN). A "career ladder" program is in place providing students the opportunity to move from a Certified Nursing Assistant Program (CNA), to the LPN and then to the ADN RN. At the completion of each of these levels students have the option of entering the workforce, which provides flexibility for both the students and the health care industry. Although the ADN program prepares nurses to enter the workforce with an RN license, in order to advance to higher level nursing positions students need this additional component of the career ladder, which is the BSN. The BSN is designed to develop the professional knowledge and skills of working registered nurses, and provide the education and skills necessary to advance to careers in community nursing, nursing management, health assessment, research, and information technology.

The service area for Dixie State College has the fastest-growing population in the state. At the present time there is no opportunity for students who are Registered Nurses to obtain a BSN within the DSC local service delivery area. The critical shortage of nurses is nationwide and well documented. The Utah Workforce Report projects that registered nurses will lead the top 50 occupations with the most new jobs during the years 2000-2005. With the addition of new health care facilities in the area, the demand for nurses will remain critical. The proposed program will add additional options for nursing graduates to obtain the advanced skills necessary to meet this need.

Policy Issues

In response to the economic challenges faced by the state, the Regents placed a moratorium on all new programs being planned at the institutions. Based on the needs in their service delivery area, Dixie State College has requested an exception to the moratorium and approval of a BSN Degree. The Regent's Program Review Committee (PRC) has reviewed the proposal, data concerning the national and state shortage of nurses, and investigated various nursing program configurations. Based on that review, the PRC has recommended that the Regents consider the approval of the proposed program.

Officials at USHE institutions have reviewed the DSC proposal. Questions were raised concerning the need for an additional BSN program that will not necessarily add additional RNs to the workforce. DSC has indicated that they intend to expand the number of graduates in the existing ADN program, and stress the importance of the proposed program in providing advancement options for existing RNs, which will help increase the retention of the RNs in the workforce. Several suggestions were made by officials at USHE institutions regarding the planned curriculum, and officials at DSC have responded to those suggestions and made adjustments where appropriate. No institution has voiced opposition to the approval of the BSN program at DSC.

Options Considered

After Regents have reviewed the proposal from Dixie State College, they may raise issues, request additional information, deny the request or approve the request.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the Request from Dixie State College to offer a Bachelor of Science of Nursing Degree effective Fall Semester, 2004.

Richard E. Kendell, Commissioner

REK/GW
Attachment

Academic, Applied Technology, and Student Success Committee

Action Item

Request to Offer A Bachelor of Science in Nursing (BSN) Degree

Dixie State College

Prepared for
Richard E. Kendell
By
Gary Wixom

December 3, 2003

SECTION I

The Request

Officials at Dixie State College (DSC) request authorization to offer a Bachelor of Science in Nursing (BSN) Degree beginning Fall Semester, 2004.

SECTION II

Program Description

Complete Program Description. At the present time, DSC offers nursing programs that result in a Certificate in Practical Nursing (LPN) and an Associate Degree in Nursing (ADN). Students may begin with the Certified Nursing Assistant program, proceed to the Practical Nurse certificate program, and then complete the Associate Degree in Nursing (ADN) at the RN level. At each level, students may enter the workforce, and this "career ladder" format provides flexible opportunities that serve both the students and the health care industry. Even though the ADN level prepares entry-level nurses for beginning employment in many health care facilities, to advance in their careers to higher level nursing positions, students need the fourth and final component in the "career ladder" – they need to complete a Baccalaureate Degree in Nursing (BSN).

The Bachelor of Science in Nursing (BSN) is designed to develop the professional knowledge and skills of working registered nurses, and provide the education and skills necessary to advance to careers in community nursing, nursing management, health assessment, research, and information technology. The proposed program would be an RN-BSN transition program. To be admitted to the proposed BSN program, students must have graduated from an accredited ADN program. The program curriculum, including course descriptions is included in Appendix A. A program schedule appears in Appendix B.

Purpose of Degree. Currently Dixie State College offers students nursing education at three levels that build upon one another in succession: First, students may begin with the Certified Nursing Assistant program; second, students proceed to the Practical Nurse certificate program; and third, students complete the ADN at the RN level. At each level, students may enter the workforce, and this "career ladder" format provides flexible opportunities that serve both the students and the health care industry. Even though the ADN level prepares entry-level nurses for beginning employment in many health care facilities, to advance in their careers to higher level nursing positions, students need the fourth and final component in the "career ladder", and they need to complete a BSN Degree. BSN graduates will be able to enter mid-level management positions and pursue graduate education leading to occupations as nurse practitioners, nurse educators or nurse administrators, for which graduates receive additional compensation.

Bachelor of Science in Nursing graduates have broader opportunities for advancement. A bachelor's degree is often necessary for administrative positions and is a prerequisite for admission to graduate nursing programs in research, teaching, consulting, or clinical specialization. Currently 38% of all initial applicants for the RN license in the state of Utah are BSN graduates. Career opportunities include hospital nursing, medical office nursing, school nursing, home health nursing, public health nursing, long-term care nursing, administrative, and occupational health or industrial nurses. Many of these job

opportunities are only open to bachelor's degree nurses.

This proposal is to complete the full range of nursing degree options in Dixie State College's service region.

Admission Requirements. Applicants must apply for admission to Dixie State College and to the Department of Nursing for admission to the Baccalaureate program. Applicants must meet the following requirements:

1. Graduation from an accredited Associate Degree program in Nursing
2. Licensure as a Registered Nurse

Admission to the baccalaureate program is competitive. Applicants must apply to the Baccalaureate Nursing program by completing all aspects of the admission process, including completion of prerequisite courses, submitting all forms and certificates (transcripts, a copy of the nursing certificate, recommendation forms, etc.), acquiring required immunizations, and undergoing a personal interview. Applicants will be evaluated through standard department procedures in which evaluators award points and candidates are chosen according to the total points received. The 24 applicants receiving the highest points will be admitted until the class is filled. Applicants will be notified of their admission status by mail. Applicants not accepted the semester for which they applied may reapply for later admission.

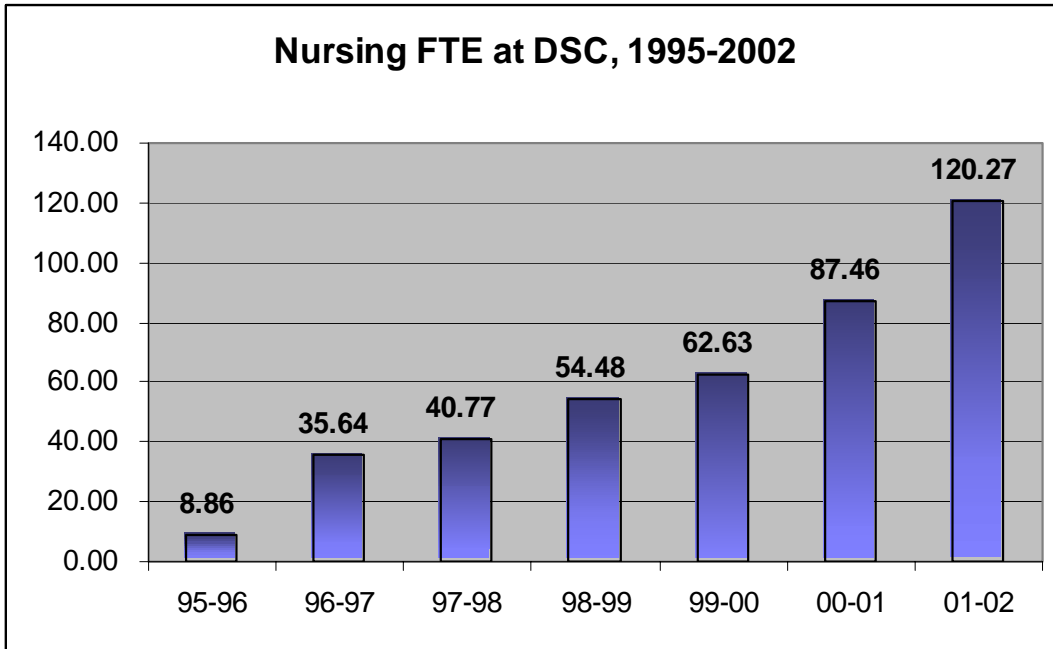
Student Advisement. The Health Science Department secretary and the Applied Technology Education advisor provide information for potential students. Students can schedule extended time to review the curriculum plan with the advisor to assist them in determining what prerequisites are needed for admission in the nursing programs and to assist with registration.

Justification for Number of Credits. Completion of the proposed program will require 123 semester hours, which is within Board of Regents guidelines for a Bachelor of Science program.

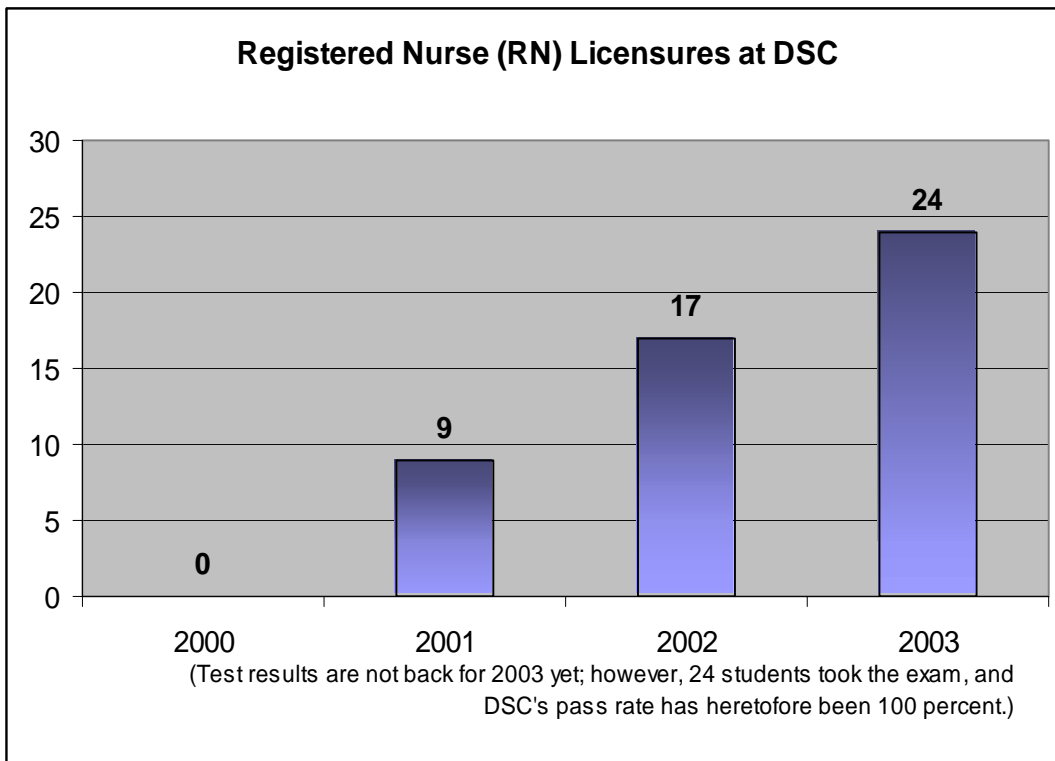
External Review and Accreditation. The degree proposal has been reviewed by the DSC Nursing Advisory Committee. During June 2003, nursing faculty from USHE institutions reviewed the proposed curriculum and program procedures and gave very helpful feedback, which has been incorporated into the present proposal. The curriculum plan for the Baccalaureate Degree Program in Nursing will be submitted to the State Board of Nursing for their information.

The Associate Degree (level two) and Practical Nursing (level one) programs are accredited by the National League for Nursing Accreditation Commission (NLNAC). NLNAC accreditation will be sought for the Baccalaureate Program for Registered Nurses. The program will not be eligible for initial accreditation until it has graduated at least one class of students. Therefore, accreditation will be sought in approximately 2007. DSC will cover the cost of the NLN accreditation process for the B.S. in nursing. The NLNAC 2002 standards specify accreditation criteria for baccalaureate degree programs, and the proposed program meets those criteria.

Projected Enrollment. Projected Enrollment: The following graph shows FTE growth in nursing programs since DSC began offering nursing instruction in 1995:



The following graph shows the number of nursing graduates at DSC since 2000:



As the above graphs illustrate, DSC's nursing program is gaining momentum and efficiency. DSC intends to further increase the enrollment in the ADN and the baccalaureate programs. With vigorous student demand, current projected enrollment growth is only limited by a lack of faculty and facility

resources, and approval of this proposal will make the program more attractive and further energize the program.

If approved, the program will admit 24 students in the first year. In subsequent years, DSC will be aggressive in meeting the demands of the community, increasing admissions as necessary based upon benchmarks from the community needs, and human and physical resources. Regulatory bodies mandate strict faculty/student ratios, and DSC realizes that the projections below are not in harmony with those mandated FTE ratios. DSC may be able to maintain the required ratio by hiring part-time faculty members. If DSC's human resource availabilities do not allow the program to abide by mandated ratios, DSC will not admit students and jeopardize this criterion. Their target enrollment is to reach 32 new students each year, and stay within the mandated ratio for specific circumstances.

Year	New Student FTE Enrollment	Student FTE : Faculty FTE
2004 - 05	24	12:1
2005 - 06	30	15:1
2006 - 07	32	16:1
2007 - 08	32	16:1
2008 - 09	32	16:1

Expansion of Existing Program. Enrollment in the Associate Degree program is limited to approximately 32 students per academic year. Applications for each year have been on the increase as it is a new program with student interest and program availability growing. Since the development of the ADN nursing program the enrollment has increased 359%. With the urgency of the nursing shortage, DSC nursing has provided additional openings in the Associate Degree program. This ultimately will also help in the selection pool of BSN students. They have also followed this expansion format with the Practical Nursing program which will have a similar affect on the Associate Degree program.

Enrollment Trends:

Semester	Head Count*
2003-2004	64 (projected enrollment)
2002 - 2003	52
2001 - 2002	58
2000 - 2001	32
1999 - 2000	21
1998 - 1999	23

*Includes those students who are accepted each year into the combined programs of LPN and RN. The RN program did not start until 2000.

Faculty. Dixie State College is committed to hire two new faculty for the startup and first year of the program. Salary compensation has been committed from resources which already exist in the campus budget; therefore no new faculty salary money will be requested.

In consideration of the fact that the majority of students entering this program will continue working while completing this degree and will want to finish as quickly as possible, nursing courses will be offered

during the summer. Salary for faculty to teach these summer courses will be negotiated through individual contracts.

Faculty added to implement the proposed program will be eligible for participation in all faculty development activities on campus, scholarly activity, and attendance at professional seminars and conferences. A list of the current faculty appear in Appendix C.

Staff: With the development of the BSN program, additional full-time secretarial help will be needed. The college administration is in support of this request for more secretarial help. This position will be funded from existing funds.

Library. The current library collection is adequate to support the proposed program. The Dixie State College of Utah Library currently houses a substantial number of the books needed to support the baccalaureate program. Additional reference books and monographs needed to support the baccalaureate degree courses for the initial year acquisitions will cost \$10,000 with reduction in annual costs as the collection matures. The Dixie State College Library currently subscribes to an adequate number of journals to support the existing nursing program, which would be used in support of the Baccalaureate degree in Nursing. Additional journal subscriptions will be needed to support specific baccalaureate level courses. The cost of these additions will come out of the money required for additional library holdings.

Dixie State College participates in the Utah Academic Library Consortium. Through this agreement, DSC faculty, staff and students have library privileges at all Utah institutions of higher learning. This allows them to check out materials from any of the consortium libraries by presenting a current DSC identification card. Materials not available at DSC can be obtained free of charge from other city, state, and national libraries through interlibrary loan.

Learning Resources. The Health Science Department has developed an on-site health science learning lab with seven computers having on-line access and audiovisual equipment for video and virtual learning experiences and independent study. An additional two computers (\$5000) would need to be added and one more portable smart classroom unit (\$4900) would need to be purchased. The program will need additional videos, CD ROM programs and computer software for use in proposed courses. These instructional materials will be funded from the existing departmental budget.

Institutional Readiness. The existing administrative structure is prepared to absorb the addition of the proposed program. No new organizational changes will need to be added in order to deliver the program.

Section III

Need

Program Necessity. The service area for Dixie State College has the fastest-growing population in the state. No state-funded opportunities exist within this service area for students who are Registered Nurses to obtain a Baccalaureate Degree in Nursing. Based upon survey information, there is a significant interest by

both potential students and employers in having such a program offered at DSC.

The critical shortage of nurses nationwide is well documented and has recently led to passage of several congressional bills to support the nursing education. The Nurse Reinvestment Act of 2002 is one example. The act authorizes new programs to increase the number of qualified nurses and the quality of nursing services across the country. Congress appropriated funding to implement these new programs in February 2003.

National Data. National data indicates that by the year 2000 the shortage of 110,707 nurses nationwide (6%) will grow to 808,416 (29%) by 2020, unless mitigating actions are implemented. The report further states that Utah will experience a 35.8% shortage of nurses by 2020 due in part to the greater population growth of Utah relative to the U.S. population growth. This problem is further exacerbated in Dixie State College's service area, as Washington County is expected to double its' population each decade through 2020.

The 2000-2001 edition of the Occupational Outlook Handbook published by the Bureau of Labor Statistics reports that registered nurses, the largest health care occupation, held steady around 2.1 million jobs in 1998 and that employment in nursing is expected to grow faster than the average for all occupations through the year 2008. It further stated that nursing is one of the ten occupations projected to have the largest number of new jobs. Job growth rate for registered nurses is predicted to increase by 30% while the prediction for all occupations is an average of 14%.

State Data. The Utah Workforce Report on statewide employment by level of training, projects that 22.5% of all jobs in Utah will require a Bachelor's or higher degree by 2005. Registered nurses are listed in the top 50 occupations in demand and top 50 fastest growing occupations in Utah 2000-2005.

County Data. Washington is the fastest growing county in the state. The Southwest region of Utah is projected to exceed the state average annual employment growth by 74%. The Utah Department of Workforce Services report entitled, "Utah Job Outlook, Statewide and Service Delivery Areas 2000-2005, February, 2002", indicates average annual job openings for Registered Nurses in the Southwest region as 70/year, with an average entry salary of \$16.80/Hr. and average salary of \$20.80/Hr. The composite job prospect for RNs received a grade A rating.

Student Demand. Dixie State College conducted a survey of students with the following results: The current students in the nursing program at Dixie State College of Utah were asked to complete a survey on the proposed BSN program. The questions included in the survey asked for the students' opinions regarding the need for a BSN program, willingness to attend a BSN program at DSC, and the preferred method of delivery. A 96% response rate was achieved on this survey. The results of the survey are as follows:

1. Ninety-two percent of the students surveyed responded that they planned to pursue a BSN degree, with 66% of those students stating that they would be willing to start a program the semester following graduation from their ADN program
2. Sixty-six percent of the students felt that a combination format of on-line and on-campus courses would best meet their needs, and 30% stated that an all on-line format would best meet their needs as a working RN.

3. One hundred percent of the students polled would recommend that DSC offer a RN-BSN program.
4. Eighty-eight percent of the students stated they would attend a program at DSC, stating the convenience of not having to commute or move, and the quality of their present education at DSC as motivating factors. The remaining 12% that would not attend stated that it would be due to the commute to DSC.
5. Seventy-three percent of the students stated that they would be willing to take the required prerequisites concurrently while in their present program.
6. Seventy-six percent stated that they had considered attending a BSN program elsewhere, mainly due to the fact that DSC does not offer a BSN program locally.

Similar Programs. The following schools offer Baccalaureate Degrees in Nursing for registered nurses in Utah: University of Utah, Westminster College, Weber State University, and Utah Valley State College. Universities and Colleges in surrounding states also offer Baccalaureate Degrees in Nursing.

DSC is in a unique position to offer this degree due to the lack of such programs in the Washington/Kane County area. The survey data found in Section III indicate a significant demand for this program on the part of prospective students and employers. Many outstanding nurses in Washington County will not have an opportunity to continue their professional growth and advancement without the opportunity to pursue the baccalaureate degree here at DSC. In addition, the Department of Nursing at DSC has outstanding faculty who bring extensive practice and teaching backgrounds to their courses.

There will be no significant differences between the degree offered at DSC and other traditional 2 + 2 programs. Much of this similarity in approach is demanded by the subject matter and needs for standards of practice in the profession. There are certain core concepts and skills that must be learned at the baccalaureate level. Much of the content of a baccalaureate degree in nursing is composed of these core ideas and practice skills necessary for clinical practice and as the foundation for entering graduate programs in nursing.

Collaboration with and Impact on Other USHE Institutions. Plans to offer a Bachelor of Science Degree in Nursing for Registered Nurse have been discussed at the quarterly meetings of the Utah Deans and Directors of Nursing programs over the past year. Those discussions validated the need for such programs and the implementation of the proposed program is not expected to impact enrollment in other such programs in the state. The proposed program has the potential to increase the number of students in graduate level nursing programs, which are so badly needed to fill positions for advance practice nurses and nurse educators. On April 2, 2003 a meeting was held between administrators from Southern Utah University and Dixie State College to discuss the impact of Dixie State College offering an additional baccalaureate degree to their already existing nursing programs. It was clearly stated that this addition would not impact or conflict with other local existing programs.

Benefits. DSC and the community will benefit as registered nurses are able to continue their education in a baccalaureate degree program. The required curriculum will enrich and expand other DSC departments' course offerings available to all DSC students. Local health care agencies will benefit as the supply of baccalaureate prepared nurses increase. USHE will benefit as community members see that the education system is providing educational programs desired by community members and needed by local employers.

Letters of support from the local community are on file in the Commissioner's office.

Consistency with Institutional Mission. The Dixie State Mission reads, in part,

"Dixie State College of Utah, a publicly supported state college with two interdependent tiers, functions as a comprehensive community college while offering a limited number of quality baccalaureate programs. Dixie State College of Utah helps students achieve their academic, career, and life goals, including goals related to basic skills, core content knowledge, and knowledge that broadens and enriches students' lives. The College's educational programs help students establish and expand their world views. Dixie State College of Utah will provide upper-division education as part of select baccalaureate programs, resulting in graduates who can effectively respond to local and state needs."

Providing educational opportunities for health professions is also an integral part of meeting the nursing department mission and philosophy. The mission/philosophy subscribes to the fact that students should be "life long learners" and that at the completion of the registered nursing program, students are encouraged to pursue life long educational goals and opportunities. With the addition of a baccalaureate program, DSC nursing takes another step toward meeting and supporting our mission/philosophy, providing educational mobility for nurses, and meeting the need of our local health care facilities.

Section IV

Program and Student Assessment

Program Assessment. The Department of Nursing has established program outcomes or goals for all levels of education offered in the department. The program outcomes state that the Department of Nursing will have:

1. Graduation rates of 90% or greater.
2. One-hundred percent of students will pass the laboratory final practicum each semester with 100% accuracy on the critical elements of the skills.
3. One-hundred percent of students will complete the required computer course for nurses and the therapeutic communications labs or equivalent.
4. One-hundred percent of graduating students will achieve an 85 HESI probability score on the HESI Exit Exam.
5. Ninety-four percent of graduates will successfully pass the nurse licensing examination.

An evaluation program is in place to assure collection of data on these items for the practical nursing and associate degree nursing levels of education. This same program of assessment will be conducted with graduates of the baccalaureate degree level, with the exception of licensure. Graduates of the proposed baccalaureate program will not be required to take a licensure exam, as they will be licensed as registered nurses prior to admission to the program.

Expected Standards of Performance. Graduates of the baccalaureate degree program in nursing at

DSC will be prepared to use critical thinking and decision making, appropriate communication techniques and therapeutic nursing interventions in providing care to individual health care recipients, families, groups and communities. Use of critical thinking and decision making is measured through a standardized test administered at the beginning and end of the program. Communication techniques and therapeutic nursing interventions are assessed in clinical practice using the clinical evaluation form.

These competencies were chosen in order to differentiate between the associate and baccalaureate prepared nurse. They reflect the outcomes required for accreditation by the National League for Nursing Accreditation Commission.

Graduates of the practical nursing certificate program work primarily with individual patients. At the second or associate degree level, graduates work with the individual patients and families. In addition, the baccalaureate graduate is expected to work with communities and community health and to have an increased role in leadership in the health care system.

Student Assessment:

Formative Assessment. Students will be evaluated by a variety of measures during each course. In the didactic portion of courses evaluation measures will include: exams, verbal and written assignments, and class participation.

In the clinical component of courses, students will be evaluated by faculty and agency preceptors. Evaluations will consider:

1. Application of the nursing process in managing and evaluating care of individuals, families, groups and community utilizing critical thinking and technical skills.
2. Utilization of therapeutic communication skills and processes.
3. Collaboration with individuals, families, groups, and health care members to provide holistic care.
4. Development of strategies for health promotion, health maintenance and prevention of illness.
5. Application of legal, ethical and professional practice standards.
6. Utilization of management and leadership skills in clinical practice.

Summative Assessment. Final evaluation for didactic components of courses will be based on exams and a comprehensive final. Clinical components of these courses will use a clinical evaluation tool similar in format to those of the current programs.

Continued Quality Improvement. The Department of Nursing has implemented a standing evaluation committee. The purpose of this committee is to develop, review and assure implementation of the total program evaluation plan including curriculum, students, courses, nursing service agencies and alumni. The functions of the committee are to maintain a calendar of evaluation activities and direct implementation of various activities; review and recommend to Nursing Faculty Organization revisions of total evaluation plan; develop evaluation tools and processes for various evaluation activities; oversee collection and use of evaluation data; and maintain data base of graduates. The committee consists of a minimum of three faculty members with faculty representation from the Practical Nursing and Associated Nursing degree programs. Once the baccalaureate program is implemented, the functions of the committee will expand to include program evaluation and faculty members from

that program.

The evaluation committee will compile data which is then shared with course faculty and with relevant standing committees of the Department such as curriculum, admission and progression committees. These groups review data to determine if changes are necessary. When the data indicate that a change is required, either the course faculty or a committee makes a recommendation to the full faculty. Each standing committee submits a report to the full faculty annually indicating review of evaluation data and recommendations based on that data.

In addition, self-studies done for USHE program reviews and NLNAC accreditation provide information required for development, maintenance and revision of the program.

Section V

Finance

Budget. The following budget has been projected for the next five years.

	2004- 05	2005- 06	2006- 07	2007- 08	2008- 09
Salaries & Wages	\$100,000	\$103,000*	\$106,090*	\$109,272*	\$114,000
Benefits	\$41,394	\$45,752	\$48,056	\$50,482	\$51,900
Current Expense	\$7,000	\$7,210	\$7,500	\$7,800	\$8,200
Library	\$10,000	\$9,000	\$7,000	\$7,210	\$7,500
Equipment	\$6,500	\$6,000	\$6,180	\$6,400	\$6,800
Professional Development	\$5,000	\$5,150	\$5,300	\$5,500	\$5,750
TOTAL	\$169,894	\$175,752	\$179,146	\$184,754	\$194,150

*Additional faculty funding will be required commensurate with program growth.

Funding Sources. Dixie State College has identified sufficient ongoing and one-time funds to operate the proposed program, without further system allocations. Those funds are the following:

Ongoing Funds:

- \$75,000: Allocated to DSC \$75,000 by the 2003 Legislature to pursue the formation of the BSN program.

- \$28,000: Re-allocated from recent DSC program deletions (Airframe and Power Plant, Fashion Merchandising).
- \$40,812: University Center funds, which by intent language must be spent on upper-division programming.
- \$26,000: Dedicated credit funding (based on upper-division tuition of \$1,188 multiplied by 24 students admitted, less waivers).

One-Time Funds:

- Dixie Regional Medical Center donated \$100,000 (one-time) to increase the number of nursing graduates.
- Dixie State College still has over \$400,000 of money donated from the community for the purposes of four-year programs. (One-time)

Reallocation: None Anticipated.

Impact on Existing Budgets: None Anticipated.

Appendix A

Program Curriculum.

New courses to be added in the next five years:

Core Courses

NURS 3100	Professional Nursing Roles	2
NURS 3200	Health Assessment	3
NURS 3300	Transcultural Nursing	3
NURS 3400	Nursing Informatics	3
NURS 3500	Basic Spanish for Nursing	1
NURS 3600	Nursing Research	3
NURS 4020	Community Health Nursing	6
NURS 4040	Nursing Leadership and Mngt	5
NURS 4041	Nursing L&M Clinical	2
BIOL 4400	Pathophysiology	4
NURS 4030	Nursing Policy and Ethics	3
NURS 4200	Concentration Elective	4
NURS 4100	Senior Seminar	2
	Subtotal	41

All program courses:

Following is a list of all courses, including new courses, to be offered in the proposed program—by prefix, number, titles, and credit hours.

General Education and Prerequisite Courses:

BIOL 2010 Human Physiology 3.0

This course is for students in the health science fields, including nursing, pre-medical, pre-dental, physical therapy and many others. It is also recommended for biology majors. The course examines the way in which the body's functions are carried out, utilizing a systems approach; the course covers topics such as blood chemistry, nerve impulse transmission, kidney function, muscle contraction, and heart function. The course is taught in a series of lectures, supplemented with laboratory investigations of lecture topics. Successful completion of this intensive course gives students pursuing biology-related careers sufficient familiarity with the details of biological functions to enable them to understand disease process, treatment procedures, research pursuits, and evolutionary consequences of various aspects of physiology.

BIOL 2020 Human Physiology Lab 1.0

A lab course to be taken concurrently with BIOL 2010.

BIOL 2030 Human Anatomy Lab 3.0

This course is for the students in the health science fields, including nursing, pre-medical, pre-dental, physical therapy and many others. It is also an option for biology majors, and those interested in massage therapy. The course examines the structures of the human body, including muscles, nerves, blood supply, lymph, internal organs, and reproductive anatomy. The course includes lectures supplemented

with laboratory examinations of cadavers, models, and CD-ROM. Successful completion of the course gives students great familiarity with the nomenclature and locations of structures in the human body.

BIOL 2040 Human Anatomy 2.0

A laboratory course to be taken concurrently with BIOL 2030.

BIOL 2110 Principles of Microbiology

For biology majors, students in dentistry, medicine, and other pre-professional programs. Teaches essentials of microbiology including disease control, nomenclature, function of immune system, pathologies, causes and cures, genetic engineering, and laboratory methods for safely studying microorganisms. Uses a variety of teaching methods including lecture/discussion, laboratory, videos, overheads, quizzes and exams. Successful completion of this course gives students an understanding of microbes and their relationship to the human system and health. Laboratory will stress safety, sterile technique, methods of staining, preparing, culturing, and transferring microorganisms, and identification of an unknown.

BIOL 2120 Principles of Microbiology Lab 2.0

A lab course to be taken concurrently with BIOL 2110.

CHEM 1110 Elementary General/Organic Chemistry

A beginning course in general and organic chemistry for students in family and consumer sciences, health sciences, and most agricultural majors. This course covers the fundamental laws and reactions of general inorganic and organic chemistry, including the basic organic fundamental groups. Successful completion of this course should prepare students for and satisfy prerequisite for CHEM 1120 and EHMT 1200.

CHEM 1130 Elementary General/Organic Chemistry Lab1.0

A laboratory course to be taken concurrently with CHEM 1110.

COMM 1010 Introduction to Speech Communication 3.0

Designed for all students as an education requirement. Teaches students communication skills in interpersonal communication, small group leadership and participation, and public speaking. Critical thinking and effective expression of ideas are emphasized. Students will conduct interviews, participate in group discussions, and give speeches. This course uses a wide range of teaching methods to include lecture, activities, one-to-one and small group exercises. Satisfies general education requirements for the AS degree and prepares students to effectively express ideas in multiple settings.

CIS 1200 Introduction to Microcomputer Applications 3.0

This course is designed to provide basic computer instruction to complete the computer information literacy requirement as well as the general education computer requirement at Dixie State College. Upon successful completion of this course, students should be able to use computer technology to access, create, analyze, process and deliver information. Hands-on instruction is used to develop those skills through the use of operating systems, word processing, spreadsheets, email and internet software. This is also the beginning computer course for CIS and Business majors. This course is a self-paced course that provides flexibility for students to set their own daily schedule to meet section deadlines, however, the students should plan to spend 6-9 hours per week to meet this course requirement.

ENGL 1010 Introduction to Writing 3.0

Required for all students. The objective of this course is to improve students' abilities to read, analyze, and write expository papers. Satisfies one of the composition requirements for AA/AS/AAS degrees. Provides opportunities to write and revise a number of essays. Activities, library research, portfolios, writing to a style guide, and tests may also be used in preparing students to write college level papers.

Prerequisite: A placement score of 50 or higher in writing, or successful writing challenge test given through the testing center. A grade of C- or better required in English 0750 or 0920. 3 Lecture hours per week.

ENGL 2020 Intermediate Writing 3.0

Required of all students with an interest in improving their abilities to analyze and write academic papers, including the research-supported essay. Completes the composition requirement for AA/AS degrees. Provides opportunities to write and revise a number of essays. Activities, portfolios, library research, and tests may also be used in helping students improve their writing of advanced-level

papers. Successful students will demonstrate competence in the use of standard written English, in analysis of text, in correctly paraphrasing, summarizing and quoting source materials, and in appropriately citing the work of others.
Prerequisite: "C-" or higher in ENGL 1010. 3 lecture hours per week.

HIST 1700 American Civilization 3.0

Stresses movements and developing institutions that are important for an appreciation of American History from the Pre-Colombian period to the present. Discussions include analysis of developing political, economic and social institutions and their interrelationships with and impact upon the geographical features of the land. Includes book reports, oral response, research papers, media presentations and applications to current events.

MATH 1030 Quantitative Reasoning 3.0

Designed for general studies or liberal arts students majoring in humanities or other non-science programs seeking only an associates degree or certificate. The focus of the course is one development of analytical problem solving skills through the application of various mathematical concepts to real-life problems. Topics of studies include: Modeling with algebra, geometry, logic, financial math, right triangle geometry (indirect measurements); probability and statistics. Successful completion of this course will satisfy the general education mathematical requirements. Students who wish to enter four year programs are strongly encouraged to check with departments at transfer schools to determine program capability. Although this course transfers to all colleges and universities in Utah, it does not commonly meet specific department requirements.

MATH 1050 College Algebra/Pre-Calculus 4.0

Designed for students majoring in science and engineering who need a calculus and/or physics series. Review of fundamental algebra. Polynomial and rational functions will be explored. Introduction into exponential and logarithmic functions and their applications. Trigonometric functions dealing with graphs, identities and equations including inverse functions. This course is a lecture course with homework assignments, quizzes, tests, and a comprehensive final exam. Successful completion of this course prepares students for MATH 1060. Satisfies prerequisites for MATH 160, MATH 1100 and MATH 2010.
Prerequisite: Math 1010, or ACT score of 23, or teacher permission. 4 lecture hours per week.

MATH 1090 College Algebra/Business 4.0

Designed for students majoring in business, social or biological sciences. It prepares students for business calculus. This course will satisfy the general education requirements for AA/AS degrees. Concepts emphasized on this course include equations and inequalities, graphs, functions and modeling, exponential and logarithmic functions, non-linear systems, sequence series, matrix algebra, statistics and probability. Students will be expected to reason mathematical problems. The course includes lectures, homework, assignments, quizzes, tests, and a comprehensive exam. Successful completion of this course prepares students for Business Calculus. Satisfies prerequisites for MATH 1100.
Prerequisite: MATH 1010, or ACT/CPT score of 23 or higher. 3 lecture hours per week.

PSYC 1010 General Psychology 3.0

For students in all disciplines who are interested in the fundamental scientific principles of behavior. The student will study motivation, emotion, personality, mental disorders, treatment alternatives, and other related subjects as part of the course. Critical thinking will be explored in examining these aspects of behavior. Students will have frequent examinations and quizzes as a part of this course requirements in social sciences area. *3 lecture hours per week.*

STAT 2040 Introduction to Statistics 4.0

This course is an introduction to basic statistical reasoning. Statistical reasoning is crucial to understand decision making in a world of uncertainty. The course begins with a general discussion of data distributions and descriptive statistics. The likelihood of events occurring is then covered under the topics of probability and probability distributions, and sampling distributions. All of these principles

will help the student understand how inferential statements about a population can be implied solely on a sample of data. Inferential methods covered will include tests of hypotheses, analysis of variance, "Goodness of Fit," and regression.
Prerequisite: CIS 1200, or permission of instructor, MATH 1050, MATH 1090, MATH 1100, or equivalent.

Humanities (fulfilled with upper division nursing courses) *6

Core Courses:

NURS 1010 Pharmacology I 2.0

This is an introductory course teaching the basic principles of pharmacology as it applies to the nursing process. Instruction includes calculation of dosages, and safe administration of medications to patients across the lifespan within the scope of practice for a practical nurse. Classification of drugs, and drug related actions and reactions in various body systems. Emphasis is placed on nursing interventions which will examine the desired outcome of drug therapy. The course encourages the development of critical thinking, therapeutic communication, technical skills, leadership/management skill, effective time management, professional behavior and caring.

Corequisite: NURS 1100, 1120, and 1130

Prerequisite: Acceptance into the Practical Nursing Program.

NURS 1100 Medical/Surgical Nursing I 9.0

In this course, medical/surgical concepts are introduced and built upon throughout the nursing curriculum as students care for clients throughout the lifespan. Focused theory and guided laboratory and clinical experiences are organized with emphasis on utilization of the nursing process to meet the physiological, psychological, health promotional and maintenance needs of clients. Safe and effective basic nursing skills are evaluated and built upon to facilitate the CNA's transition, and socialization into the professional role of the practical nurse. The course work encourages the development of critical thinking, therapeutic communication, technical skills, leadership and management skills, effective time management, professional behavior and caring. Care is provided for medical/surgical patients in long term and acute patient care setting.

Corequisite: NURS 1010, 1120, & 1130

Prerequisite: Acceptance into the Practical Nursing Program

NURS 1120 Human Relations Lab/Nurses 0.5

This nursing lab is designed to be taught in conjunction with corequisite: NURS 1100 Medical/Surgical Nursing I. It is part one of a two semester series and serves as an introductory human relations course for nurses. Nursing students learn that a demonstration of caring requires a professional attitude and an ability to communicate assertively and responsibly with their clients and colleagues. It emphasizes concepts in human relations in order to facilitate the nature, purpose, and importance of communication in the health care setting. Topics include characteristics of professional behavior, overcoming evaluation anxiety, basic therapeutic communication skills, basic provision of emotional support to client/family, motivation, building self esteem to facilitate effective communication, exploration of personal ethical values and how they influence choices, understanding how attitudes impact individuals as well as professionalism, building relationship of trust, patient bill of rights, and legal regulation of practical nursing. Students will have the opportunity to implement and master these concepts during the 135 clinical contact hours of the accompanying medical/surgical nursing course where students will be evaluated and graded on the development of human relations skills.

Prerequisite: Acceptance into the Practical Nursing Program

NURS 1200 Maternal/Newborn Nursing I 3.0

The nursing course uses theory and guided clinical experiences to focus on meeting basic human needs of the family and newborn throughout the childbearing cycle. Increased development of nursing skills is based on an understanding of principles and facts relative to nursing care during and immediately after childbirth in the acute care setting with some prenatal observation experiences. Skills are focused on the normal pregnancy, labor/delivery, newborn, and postpartum clients. The course work encourages the development of critical thinking, therapeutic communication, technical skills, leadership management skills, effective time management, professional behavior and caring.

Corequisites: NURS 1220, 1230, 1250, 1260, 1300

Prerequisite: Acceptance to Practical Nursing Program.

NURS 1220 Human Relations/Lab for Nurses 0.5

This nursing lab is designed to be taught in conjunction with corequisite: NURS 1200 Maternal Nursing I, NURS 1250 Pediatric Nursing I, NURS 1260 Psych Nursing I, and NURS 1300 Entry to practice. It is part two in a two semester series teaching additional basic human relationships and communication concepts. These concepts are vital components to the development of quality, professional and caring nurses. It is designed to continue to prepare nursing students to communicate assertively and responsibly with their clients and colleagues. Topics include: building stronger relationships, requesting support, developing a professional presence, job interviewing skills, team building, leadership strategies, promoting goals in the workplace, basic strategies in conflict resolution, stress management, valuing diversity in workforce, access and facilitation of interdisciplinary care, sexual harassment, understanding changing roles of men and women in the work environment, delegation of tasks and accountability within the scope of the practical nurse, and plans for lifelong

effectiveness in human relations. Students will have the opportunity to implement and master these concepts during clinical hours.

Prerequisite: NURS 1120- admission into the Practical Nursing Program.

NURS 1250 Pediatric Nursing I 2.0

This course uses theory and guided clinical experiences to focus on meeting basic human needs of the pediatric client and their family using critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management and the nursing process. Professional behavior and a caring are emphasized. The role of the practical nurse is taught based on the principles of growth and development, health promotion, and illness prevention. Classroom, lab and clinical experiences focus on the most common illness and conditions that the nurse is likely to encounter while working with children and their families working in the acute care setting.

Corequisite: NURS 1200, 1220, 1230, 1250, 1260, 1300

Prerequisite: NURS 1010, 1100, 1120, 1130

NURS 1260 Psych Nursing I 1.5

This nursing course explores simple needs and behaviors of psychiatric patients. Utilizing the nursing process, this course examines the roles and functions of the psychiatric nurse within the scope of the practical nurse. The course encourages the development of critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, professional behavior and caring. This course introduces the student to interaction of the body mind, caring for clients with disorders specifically: somatoform, anxiety, mood, eating, chemically dependant, and organic metal syndromes. This course emphasizes the understanding of specific theories, differentiating types, medications, diagnostic criteria, community resources, assessment of relevant subjective and objective data, identifying appropriate nursing diagnosis, working with other health care disciplines/professionals to implement nursing interventions for the client, family processes and family therapies. Psychiatric experiences within the community will assist the student to explore psychiatric application based on the theoretical psychiatric concepts and classifications of the DSM IV criteria.

Corerequisite: NURS 1200, 1220, 1230, 1250, 1300

Prerequisites: NURS 1010, 1100, 1120, 1130

NURS 1300 Entry into Practice I 2.5

This course is designed to prepare the student for entry into practice as a Licensed Practical Nurse. The course work encourages the development of critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, professional behavior and caring. Includes an independent NCLEX review course, clinical experiences in various acute medical/surgical settings, and focused presentations about licensing requirements, employment trends, applying for a job, professional organizations, and issues and opportunities relevant to practical nursing.

Corerequisites: NURS 1200, 1220, 1250, 1260

Prerequisite: Acceptance into Practical Nursing Program, NURS 1100, 1120, 1130

NURS 2000 Nursing Transitions 2.5

This course prepares an LPN not previously associated with Dixie State College Nursing for socialization from practical nursing to the associate degree registered nurse level. The course work encourages the development of critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, professional behavior and caring. The clinical component emphasizes mastery of all PN level skills as taught by the Dixie State College Nursing Program. This course covers contents from NURS 1120, 1130, 1200, 1220, 1230, & 1250. It is required for all those students who did not take these courses at Dixie State College. This course must be passed with a minimum GPA of 2.7 in order to progress to the first semester of associate degree nursing courses.

Prerequisite: Acceptance into the Associate Degree Nursing Program.

NURS 2100 Medical/Surgical Nursing II 9.0

The advanced medical/surgical nursing course prepares the student to function within the scope of practice of the registered nurse. Focused theory and guided clinical experiences are organized with emphasis on more complex physiological and psychosocial needs of adult patients using the nursing process. The course work encourages the development of critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, professional behavior and caring. Complex integrated care is provided for medical/surgical patients in the RN level of nursing. Clinical experiences include medical/surgical acute care units, home health, public health, and specialty clinical areas.

Corerequisite: NURS 2010, 2120, 2130

Prerequisite: Acceptance into the Associate Degree Nursing Program.

NURS 2120 Therapeutic Communications Lab for Nurses I 1.0

This nursing lab is designed to be taught in conjunction with corequisite: NURS 2100 Medical/Surgical Nursing II. It is written as part one of a two semester series and facilitates the practical nurse's understanding of more complex human relations and therapeutic communication concepts. Empowered via the development of more advanced relational and communication techniques, the practical nurse will be able to effectively resume the role of the registered nurse. Course concepts include advanced therapeutic communication skills: listening, assertiveness and accepting responsibility, care continually, mutual problem solving, human warmth, human interactions and evaluation of actions, respect for others, professional self expression congruent with thoughts and feelings, self disclosure, humor, and empowerment of clients via their own rights. Students will have the opportunity to implement and master these concepts, during the 180 clinical contact hours of the accompanying medical/surgical nursing course where students will be evaluated and graded on the development of therapeutic communication skills. 1 contact hour per week.

Prerequisite: Admissions into the Associate Degree Nursing Program and NURS 1120, 1220-Parts I and II of Human Relations Lab of Nurses or BUS 1370- Human Relations.

NURS 2200 Maternal/Newborn II 2.0

This course uses theory and guided clinical experiences to focus on meeting complex human needs of the family and newborn throughout the childbearing cycle. Emphasis is placed on roles of the registered nurse in caring for high risk adult/newborn patients during the antepartum, labor/delivery and postpartum periods, including facilitation and understanding of diagnostic testing. Clinical experiences focus on the high-risk client in the maternal/newborn setting. The course work encourages the development of critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, professional behavior and caring.

Corerequisite: NURS 2250, 2260, 2220, 2230, 2300

Prerequisite: NURS 1200

NURS 2220 Therapeutic Communications Lab for Nurses II 1.0

This nursing lab is designed to be taught in conjunction with corequisites: NURS 2200 Maternal/Newborn Nursing II, NURS 2250 Pediatric Nursing II, NURS 2260 Psych Nursing II, and NURS 2300 Entry into Practice II. Written as part two of a two semester series, this class continues the facilitation of the practical nurse's assumption of the role of the registered nurse. Course concepts include these advanced communication skills: effective questioning, assertively taking action, making requests for support, receiving and applying feedback, "letting go" to eliminate negative stress, (meditation and message) imagery to increase competence, setting and promoting work place goals, quality assurance, (positive self talk, team building) assertive, responsible communication with distressed, aggressive, unpopular client/peer, crisis management, team conflict, and accountability and delegation within the scope of the registered nurse. This course also introduces concepts and skills of therapeutic touch and cranial sacral therapy which emphasizes how communication via energy movement, currents, and vibrations affect self and environmental energy fields. This course explores diversity in relation to ethical and personal values, and teaches effective job search and interviewing skills as well as resume writing.

Prerequisite: NURS 2120

NURS 2250 Pediatric Nursing II 1.0

This nursing course teaches theory and guided clinical experiences to focus on meeting complex human needs of the pediatric patient and their family using critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management skill and the nursing process. Professional behavior and caring will be emphasized. The role of the registered nurse is taught based on principles of growth and development, health promotion, and illness prevention. Classroom and clinical experiences

focus on high risk illnesses and conditions that the nurse is likely to encounter while working with the children and their families in the acute care setting.

Corerequisite: NURS 2200, 2220, 2230, 2250, 2300

Prerequisite: NURS 2100

NURS 2260 Psych Nursing II 1.5

During this course, complex needs and behaviors of the psychiatric client will be explored. Utilizing the nursing process, the course examines the roles and functions of the psychiatric nurse within the scope of the registered nurse. Course directs students to critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, professional behavior and caring. The course work emphasizes the understanding psychiatric disorders, medications, diagnostic criteria, assessment of relative subjective and objective data, assessment, planning, implementation, evaluating of nursing interventions, and rehabilitation designed to specifically treat the psychiatric client. Emphasis is on the dynamics and theories behind psychopathological conditions, and the role of the nurse in the caring of patients with psychiatric disorders specifically: schizophrenia, sexual, personal, violence, abuse,

suicide, self-destructive, co-dependence, crisis intervention, group process, group therapy, cultural considerations, legal issues, and community mental health issues as related to the classification of the DSM IV criteria.

Corerequisite: NURS 2200, 2220, 2230, 2250, 2300

Prerequisite: NURS 2100

NURS 2300 Entry into Practice II 3.5

Theory and clinical preceptorship are designed to facilitate the student's transition into the role of the registered nurse. This course focuses on the synthesis and application of advanced nursing knowledge and skills. The care of the patients with complex health care needs are managed in collaboration with other health care practitioners as the student completes a 60-hour clinical experience with an RN preceptor in an acute care setting. This course includes a 24-hour independent NCLEX review course and focused on presentations regarding the role of the RN as a leader/manager.

Corerequisite: NURS 2220, 2230, 2230

Prerequisite: NURS 2010, 2120, 2130

NURS 3100 Professional Nursing Roles 2.0

This course focuses on the transition to professional nursing role and responsibilities and explores the differences in ADN and BSN education and practice levels. The course explores the roles of the BSN nurse in the health care environment that includes: nurse educator, nurse leader, case manager, and community health nursing.

NURS 3200 Health Assessment 3.0

This course focuses on the development of interviewing and physical assessment skills throughout the lifespan utilizing a holistic approach. The student will use critical thinking skills to evaluate assessment findings and differentiate between normal and abnormal variations.

NURS 3300 Transcultural Nursing 3.0

This course will prepare professional nursing students to provide culturally sensitive and culturally competent care to individuals, families, and communities. The course will emphasize the importance of understanding cultural diversity in order to promote appropriate health promotion, disease intervention activities, and teaching strategies. The course will include self-evaluation, including biases and prejudices about other cultures and ethnic groups.

NURS 3400 Nursing Informatics 3.0

This course provides an introduction of informatics to nursing practice, education, research, and administration. The course explores how informatics systems can be utilized to assist in providing more efficient and effective client care. Hardware, software, databases, new developments and associated legal and ethical issues are addressed.

NURS 3500 Basic Spanish for Nursing 1.0

This course is an introduction to basic Spanish phrases and medical terminology.

NURS 3600 Nursing Research 3.0

This course will introduce quantitative and qualitative research concepts, methodology, and techniques. The course will address the scientific approach, preliminary steps in research design, measurement and data collection, analysis of data, and critiquing. This course will emphasize the relationship between research and the practice of professional nursing.

NURS 4020 Community Health Nursing 6.0

This course prepares the baccalaureate student to function within the scope of professional nursing practice in the care of individuals, families, and groups in the community. In this course emphasis is placed on family assessment, community assessment, health promotion, health maintenance, and disease prevention. The past, present and future community service trends are explored and analyzed.

NURS 4040 Nursing Leadership Management 5.0

This course explores the role of the professional nurse as a leader and manager of patient care. Students will explore strategies, processes and techniques of the nurse leader and manager. Theories and principles of leadership and management and their application to the professional nursing role will be addressed.

NURS 4041 Nursing Leadership Management Clinical 2.0

This clinical experience will allow the student based on the application of critical thinking processes to apply the theories and principles of leadership and management in practice. The course will provide a variety of leader and manager role experiences in multiple clinical settings.

NURS 4030 Nursing Policy and Ethics 3.0

This course addresses policy development, political influences and power, and nursing's involvement in the policy-making process. Legislation past and present is examined and analyzed. Ethical theories, frameworks, and the process of ethical inquiry are explored as a basis for professional nursing practice, education, research, and decision-making.

NURS 4200 Concentration Elective 4.0

This course will allow the student to select a clinical area of interest and have an intensive didactic and clinical experience. The clinical component will focus on leadership and/or advanced clinical skills.

NURS 4100 Senior Seminar 2.0

This course synthesizes all previously learned knowledge and integrates the concepts of critical thinking, leadership and management, policy and ethics, cultural competence, and professional practice. The course will apply these concepts through the use of case studies, presentations, and written assignments.

BIOL 4400 Pathophysiology 4.0

Introduction to pathophysiological etiology and mechanisms that cause disease and altered organ and organ systems functioning throughout the lifespan.

Appendix B

Appendix B – Program Schedule

Fall

NURS 3100	Professional Nursing Roles	2
BIOL 4000	Pathophysiology	4
NURS 3300	Transcultural Nursing	3
	General Ed Oral/Amer. Institutions	3
	TOTAL	12

Spring

STAT 2040	Intro to Statistics	4
NURS 3200	Health Assessment	3
NURS 3400	Nursing Informatics	3
	General Ed Oral/Amer. Institution	3
	TOTAL	13

Summer

NURS 3600	Nursing Research	3
	TOTAL	3

Fall

NURS 4020	Community Health Nursing	6
NURS 4040	Nursing Leadership and Management	5
NURS 4041	NL&M Clinical	2
	TOTAL	13

Spring

NURS 4200	Concentration Elective	4
NURS 3500	Basic Spanish of Nursing Prof	1
NURS 4030	Nursing Policy and Ethics	3
NURS 4100	Senior Seminar	2
	TOTAL	10

TOTAL PROGRAM CREDITS **51**

Proposed Concentration Electives:

- Emergent and Critical Care Nursing
- Nursing Case Management
- Peri-Operative Nursing
- Maternal Child Nursing

Appendix C

Faculty

Nursing Administration:

Kevin D. Tipton, MN, RN
Director of Health Sciences

Sabrina Friedman, PhD, MSN, RN, FNP
Director of Nursing

Nursing Faculty: The nursing faculty at Dixie State College of Utah are academically and experientially qualified and are appropriate to provide the academic rigor of a baccalaureate program.

Jan Call, MSN, RN

EdD degree in progress, expected completion 2005

Dixie State College of Utah 1999-present

Current Rank: Assistant Professor

Previous Positions:

- ED Staff Nurse -Dixie Regional Medical Center
- Nurse Manager - IHC TeleHealth Services
- Case Manager - University of Utah Health Sciences Medical Center
- Educator - LDS Hospital
- House Supervisor - CottonWood Hospital Medical Center
- Heart Transplant Coordinator - LDS Hospital
- Team Leader/Scrub Nurse in Surgery - LDS Hospital
- Staff RN in the Shock Trauma ICU - LDS Hospital
- Staff RN in Pediatrics - Cottonwood Hospital Medical Center

Area of Specialization: Critical Care and Medical Surgical

Carole Grady, MSN, WHC NP, RN

EdD degree in progress, expected completion 2005

Dixie State College of Utah 2001-present

Current Rank: Assistant Professor

Previous Positions:

- Clinical Associate/Instructor - University of Rochester School of Nursing
- Nurse Practitioner in OB/GYN - Strong Health, NY
- Nurse Practitioner in OB/GYN - Ambulatory Woman's Health Service, NY
- Staff Nurse in High Risk Obstetrics - Strong Memorial Hospital, NY
- Staff Nurse in the Cardiac Catheterization Lab - Strong Memorial Hospital
- Assistant Nurse Manager in the Neonatal Intensive Care Unit - Strong Memeorial
- Staff Nurse in the Neonatal Intensive Care Unit - Strong Memorial Hospital, NY

Area of Specialization: Maternal/Newborn, Medical Surgical Nursing, Women's Health

Sabrina Friedman, PhD, MSN, RN, FNP

Dixie State College of Utah 2002-present

Director of Nursing

Current Rank: Assistant Professor

Previous Positions:

- Family Nurse Practitioner/Site Manager of CCHD School-Based Health Center - Clark County Health District, NV
- Manager of Family Planning/STD, Laboratory and Addiction Treatment Clinics - Clark County Health District, NV
- Family Nurse Practitioner - Huntridge Teen Clinic and ACI Pediatrics, NV
- Faculty, Department of Nursing - University of Nevada, Las Vegas
- Adjunct Faculty in Pediatrics - Community College of Southern Nevada
- Director of Nursing/Manager of Clinical Services - Community Health Centers of Southern Nevada
- Clinical Instructor in Community Health Nursing - University of Southern California, Department of Nursing
- School Nurse - Moreno Valley Unified School District, CA
- Director of Nursing - Personal Care Home Health Services, CA
- Nurse Manager - Kangaroo Kids/Care Visions, CA
- Staff Nurse in the Neonatal Intensive Care - Parkview Community Hospital, Loma Linda University Medical, Cedars Sinai Medical Center, CA

Area of Specialization: Pediatrics, Women's Health, NICU/ Newborn, Nursing/Healthcare Administration

Claudia Rock, MSN, RN

Dixie State College of Utah 1999-present

Current Rank: Assistant Professor

Previous Positions:

- Associate Professor - Weber State College
- Associate Professor - Salt Lake Community College
- RN Therapist - Self Employed Practice-With These Hands
- Director of Nursing/Staff Nurse - Rocky Mountain Home Care
- Direct Care Nurse - IHC Home Care, IHC Hospice
- Coordinator of Education - Jordan Valley Hospital
- Staff Nurse in Psychiatrics - Creekside Home Care & CPC Olympus View
- Staff RN - Cottonwood Hospital
- RN Staff/Coordinator in the OR - Eye Institute of Utah
- Staff RN - St. Marks Hospital

Area of Specialization: Psychiatric Nursing, Nursing Communication, Complimentary Healing, Medical Surgical Nursing

Betty Stokes, MN, RN

Dixie State College of Utah 2001-present

Current Rank: Assistant Professor

Previous Positions:

- Nursing Instructor - College of Eastern Utah
- Case Manager - St. Luke's Regional Medical Center, ID
- Supervisor, Clinical Management Services - First Health
- Staff RN in Medical/Surgical - LDS Hospital
- Staff RN in Medical/Surgical - Holy Cross Hospital

Area of Specialization: Medical Surgical Nursing, Case Management

Kevin Tipton, MN, RN

Director, Health Sciences 1996-present

Current Rank: Assistant Professor

Previous Positions:

- Associate Professor - Utah Valley State College, Nursing Department
- Nursing Instructor - Brigham Young University
- Staff RN in the Emergency Department - IHC Dixie Regional Medical Center
- Staff RN in the Emergency Department - IHC Utah Valley Regional Medical Center
- Staff RN in Rehabilitation - IHC Rocky Mountain Rehabilitation
- Staff RN in Orthopedics and Neurology - IHC Utah Valley Regional Medical Center

Area of Specialization: Emergency, Orthopedics, Rehabilitation

MEMORANDUM

December 3, 2003

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Consent Calendar: Academic, Applied Technology, and Student Success Committee

The following request has been submitted by Southern Utah University for consideration by the Regents on the Consent Calendar of the Academic, Applied Technology, and Student Success Committee:

Southern Utah University

Reinstate a Minor in Finance

Request. SUU requests approval of the Board of Regents to reinstate a Minor in Finance that was discontinued in the year 2000 as part of the University's comprehensive program review and prioritization process. As part of this review process, University officials report that this Minor was inadvertently dropped in name only and that the courses in the finance curriculum and the major are still in place. As SUU is in the process of producing their 2004 Catalog, the School of Business wishes to again describe the Minor in Finance along with the major, as a result of increased student interest.

Finances and Institutional Impact. Since the major and all courses for the degree in finance are still in place and operational, no courses will change, no additional funding or resources are required, and the only issue at stake is authorization to publish requirements for the Minor as an approved option for students. There will be no financial impact on the institution. It is a labeling issue to correct an inadvertent deletion during the earlier program review process at the University.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the request from Southern Utah University to reinstate the Minor in Finance as presented on the Consent Calendar of the Academic, Applied Technology, and Student Success Committee.

REK/DAC

Richard E. Kendell, Commissioner

MEMORANDUM

December 3, 2003

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Revisions to Policy R401, Approval of New Program, Program Changes, and Discontinued Programs

Issue

R401 was approved on May 30, 2003. Though this policy has yet to be implemented, it has been revised to include all information needed to develop program proposals for review and approval. The basic content has not been changed but a summary of the content of the Letter of Intent has been added to the front of the policy and references to the moratorium have been removed.

Background

The Board of Regents voted on July 20, 2002, to place a moratorium on the approval of new programs as an important action to help Utah colleges and universities address financial conditions within the state. Due principally to the implementation of the moratorium, the new procedures of R401 have yet to be employed in the program approval process.

As specified in R401 the Letter of Intent (LOI) is sent by the USHE institution to the Commissioner's Office. The Program Review Committee (PRC) receives and reviews the LOI to determine if the full program proposal should be prepared or if the institution should reconsider offering the program. To clarify the LOI's purpose, a summary of its content has been added to the front of R401. The content required in the Letter of Intent includes the previous "Exceptions to the Moratorium."

The accreditation exception, previously found in the "Exceptions to the Moratorium," is not included as this would apply to a limited number of programs. Programs seeking accreditation would automatically include this information in the proposal.

Additional language has been added to R401. The Chief Academic Officers have been developing common definitions for several terms their institutions use to describe program offerings. Primary among them is the term "emphasis" which is used inconsistently among institutions. Agreement on its definition and use will bring consistency across the system. This language has been inserted at the appropriate places in R401.

Commissioner's Recommendation

This policy change is intended for discussion only at this meeting. Comments from USHE will be important and may require some further revisions. The intent is to make R401 the official process for all future program approvals.

Richard E. Kendell, Commissioner

REK/DDW
Attachment

***R401, Approval of New Programs, Program Changes, and
Discontinued Programs***

(November 24, 2003)

R401. Summary on Program Review Committee (PRC) process:

R401 provides procedures and guidelines for Board of Regents approval and notification of new programs and programmatic and administrative changes in academic and applied technology education programs. Leadership at the institutions should work within their campus to insure that a thoughtful, selective institutional prioritization and review process is in place for all program changes. Each institution should insure that programs sent for approval have been through an institutional prioritization process that results in a limited number of Letters of Intent coming forward for review. As Letters of Intent are reviewed, emphasis will be placed on the following criteria (see 6.1.3).

1. **Description of program:** A brief description of the program to include information on current faculty preparedness to deliver the new program.
2. **Market/student demand:** Specific data on market demand or the utility of the degree, and hiring patterns including local, state and national trends (long term market needs and numbers to be included.) Student demand with expectations and preparation for the program to be identified.
3. **Source of funding:** five year budget projections, including all sources of funding to include grants, donations, etc. If internal reallocation is to be made, state which programs will be adjusted to support the proposed program and the anticipated amount of funding from each reallocation. Specific figures are needed.
4. **Mission fit:** Is the program within the current R312 description for the institution?
5. **Current availability of similar programs already offered in the USHE:** Identify similar program already approved and functioning in USHE institutions and justify why the program is needed. Include any specific needs this program will meet. Identify any articulation or collaboration with other USHE institutions, including supportive statements if appropriate. Duplication within the USHE system must be justified.
6. **Institutional priority:** as institutions are to be selective regarding the program proposals submitted, what priority does the institution place on this program as evidenced by its support and focus in moving this program proposal forward at the expense of other programs.
7. **Exceptional program:** a program that is meritorious based on its content, population served and extraordinary demand.

R401-1. Purpose

To provide guidelines and procedures for Board approval and notification of new programs and programmatic and administrative changes in academic and applied technology education programs. In addition, this policy includes notification of discontinued programs and other program-related items that institutions shall provide to the Office of the Commissioner.

R401-2. References

- 2.1. Utah Code [§53B-16-102](#), (Changes in Curriculum)
- 2.2. Policy and Procedures [R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.3. Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.4. Policy and Procedures [R355](#), Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks
- 2.5. Policy and Procedures [R411](#), Review of Existing Programs
- 2.6. Utah Code [§53B-16-102](#) (Continuing Education and Community Service R430)
- 2.7. Policy and Procedures [R465](#), General Education
- 2.8. Policy and Procedures [R467](#), Lower Division Major Requirements

R401-3. Summary of Process.

Institutions submitting program proposals for the Action Calendar, the Consent Calendar, and the Information Calendar shall adhere to the processes described in the flow charts found in Appendixes A, B, and C.

R401-4. Programs Requiring Board Consideration.

Programs inclusive of those in **R401-4** will have undergone institutional review and been approved by the institutional Board of Trustees prior to submission to the Office of the Commissioner. A definition follows each item.

4.1. Action Calendar. Programs placed on the Action Calendar require Board approval upon recommendation of the Academic, Applied Technology and Student Success Committee (See **R401-9.1 for Template for Letter of Intent**). The following programs, including incubated programs in any of the following categories, require action by the Board:

4.1.1. New Certificates of Completion and Diplomas. 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. For certificates developed in rapid response to business and industry, refer to **Fast-Track, R401-7**.

4.1.2. New Associate of Arts and Associate of Science Degrees. Programs of study primarily

intended to encourage exploration of academic options, provide a strong general education component, and prepare students to initiate upper-division work in baccalaureate programs or prepare for employment. A minimum of 60 and a maximum of 63 credit hours, which include 30 to 39 credit hours of general education course work, and other requirements as established by USHE institutions, are required for completion of an associate degree. The Associate of Arts Degree may have a foreign language requirement. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board.

Sub-Unit Designation: (Pre Major programs) The term “Pre Major” will be used in describing the components of the Associate of Arts/Associate of Science Degrees that are designed to prepare students for upper-division work. The use of the term “Emphasis” will be discontinued as a sub-unit of an AA or AS Degree.

Requirement: A “Pre Major” designation requires formal articulation agreements between the two- and four-year programs. The program outline (advising sheet) should clearly designate courses that will transfer to a four-year program and courses that are elective in nature. The collection of courses within these degree programs must have articulation agreements between the two-year and four-year institutions on the courses that will transfer to a four-year major program. The two-year and four-year faculty should work together to designate ‘support courses’ that do not transfer directly to the four-year Major but provide preparatory experience for a specific Major. These courses will count as electives. (The term “Pre Major” will also apply to preparatory, lower-division courses offered at the four-year institutions. These courses should be the same or similar to those offered by the two-year programs.)

4.1.3. New Specialized Associate - Associate of Pre-Engineering (APE Degree). Programs of study which include extensive specialized course work intended to prepare students to initiate upper-division work in baccalaureate programs. A minimum of 60 and a maximum of 63 credit hours, which include a minimum of 28 credit hours of preparatory, specialized course work, general education requirements that are less extensive than in AA or AS Degrees, and other requirements as established by USHE institutions, are necessary for completion of the degree. Because students do not fully complete an institution's general education requirements while completing a specialized associate degree, they are expected to satisfy remaining general education requirements in addition to upper-division baccalaureate requirements at the receiving institution.

Sub-Unit Designation: The term “Major” refers to the discipline in which the degree resides.

Requirement: Specialty Associate Degrees require Regents’ Approval. These specialty Regent-approved Associate Degrees may be either a specific Major or articulate to specific four-year Majors, such as the APE and the AS Business.

Generally, the latter programs are articulated from two- to four-year majors system-wide.

4.1.4. New Associate of Applied Science Degrees. Programs of study intended to prepare students for entry-level careers. A minimum of 63 and a maximum of 69 credit hours are required. Additionally, general education requirements that are less extensive than in AA or AS Degrees and others, as established by USHE institutions, are required. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board.

Sub-Unit Designation: The term “Major” refers to the discipline in which the degree resides. The Major may be made up of one or more “Emphasis” to describe the sub unit of the Associate of Applied Science and the Associate of Applied Technology programs.

Requirement: AAS and AAT Degree Programs may have collections of courses within the Major called “Emphasis” that would require approval by the Regents. “Emphases” will be considered essential to the academic integrity of the Regents’- approved degree program. All ‘Emphases’ that are added to existing, approved AAS and AAT degrees must come forward as Action Items on the Regents’ agenda.

4.1.5. New Associate of Applied Technology (AAT) Degrees. Programs of study intended to prepare students for entry-level careers. The AAT Degree is competency-based and offered on an open-entry/open-exit basis. A mastery of a series of identified competencies, general education course work that is less extensive than in AA and AS Degrees, and other requirements as established by the Utah College of Applied Technology, regional boards, and program advisory committees, are necessary for completion of the degree. The average time to completion of the AAT Degree should fall within a range of 1890 to 2070 clock hours; however, open-entry/open-exit, competency-based instructional delivery allows students to complete their course of study at their own pace. Like the AAS Degree, the AAT Degree is designed to prepare students for direct entry into the workforce; however, the AAT Degree may also transfer directly into Bachelor of Applied Technology (BAT) Degree programs.

4.1.6. New Bachelor of Arts, Bachelor of Science and Professional Bachelor Degrees. Programs of study including general education, major course work, and other requirements as established by USHE institutions and accreditation standards. Credit requirements include completion of a minimum of 120 and a maximum of 126 credit hours. However, some professional Bachelor Degrees, such as the Bachelor of Business Administration or Bachelor of Fine Arts, may have additional requirements. Other disciplines such as engineering and architecture may exceed the minimum of 120 credit hours in order to meet accreditation requirements. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board.

Sub-Unit Designation: The term “Major” refers to the discipline in which the degree resides.

Requirement: These Regent-approved programs may have various collections of courses within the degree which are called “Emphases” or “Specializations.” (Typically, ‘Specializations’ tend to be part of a graduate degree program.) Such collections of courses usually were approved by the Regents at the time the degree program was approved. New “Emphases” within the approved degree program that are outside of the thrust of the original Regent-approved program must come before

the Regents' as an Action Item. Collections of courses that retain the academic integrity of the approved degree program need not come before the Regents for approval.

(Minors and Stand-alone Minors are addressed in R401 under Majors: 4.1.6.1. and Stand-alone Minors: 4.3.5.)

4.1.6.1. Major. A sequenced set of courses within a Bachelor's Degree program that comprises study in an academic discipline. The Major is listed on the graduate credential and signifies that the recipient possesses the knowledge and skills expected of graduates in the discipline. (**Minor** courses/programs within approved degree programs will be reviewed only by institutional Boards of Trustees and submitted to the Commissioner's Office.)

4.1.7. New Master's Degrees. Graduate-level programs of study requiring a minimum of 30 and maximum of 36 credit hours of course work beyond the bachelor's degree, and other requirements as established by USHE institutions and accreditation standards. Professional master's degrees such as the Master's of Business Administration or Master's of Social Work may require additional course work or projects. Specialized professional master's degrees typically require additional course work. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board.

4.1.8. New Doctoral Degrees. Graduate-level programs in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects.

4.1.9. New K-12 School Personnel Programs. Endorsement and licensure programs for teacher education, counselors, administrators, and other school personnel and which are within existing major degree programs previously approved by the institutional Board of Trustees and the Board of Regents. These programs adhere to an approval process which requires the following steps: review by the Office of Academic Affairs, the Chief Academic Officers, appropriate officials and faculty from USHE colleges and schools of education, and the Program Review Committee (PRC); review and approval by the Board. Institutionally-approved proposals may be submitted to the EDAC once they have been reviewed by the Office of Academic Affairs, CAOs, colleges and schools of education faculty and officials, and the Program Review Committee. Program proposals are then reviewed by the EDAC, which is advisory to the Board of Regents and the State Board of Education. Following its review, the EDAC may recommend approval to both boards, which have the final approval authority.

4.2. Consent Calendar. Board Consent, which follows approval of the Academic, Applied Technology and Student Success Committee, is required for significant program and administrative changes. (See **R401-9.3** for Template for program submission). The following items require consent of the Board:

4.2.1. Reinstatement of Previously Eliminated Administrative Units and Instructional Programs.

4.2.2. Discontinuation of Instructional Programs. The following criteria should be used to guide the review of programs for discontinuation and attendant reductions in personnel or funding prioritization.

4.2.2.1. Maintain Consistency with Institutional Mission and Roles. Review necessity of

program continuation for the centrality or essence of the institution's role and mission.

4.2.2.2. Demand. Assess student demand as well as workforce and employer needs. Use program reviews to assess ongoing relevance and avoid continuing programs that may be antiquated. Identify placement and success of students in the work force.

4.2.2.3. Duplication. Consider unnecessary duplication of programs within the System, particularly programs that may be high cost and/or low producing.

4.2.2.3.1 System Coordination. Consider the statewide impact of discontinuing the program, and identify opportunities for establishing the program at another USHE institution.

4.2.2.4 Program Costs. Examine relative costs and anticipated savings from program reduction or deletion, and the comparative advantage of reallocating resources to other priorities in order to maintain student access as much as possible. Public service, institutional support, academic support and other operating areas should absorb a share of the burden.

4.2.2.4.1. Factors Affecting Short-term Cost Savings. The discontinuation of a program at a USHE institution does not produce an immediate financial savings nor reduction in personnel. It is the cost saving in the long term, which is beneficial to an institution. For example, faculty teaching in the program are not terminated immediately, but based on their hiring status (tenured or non-tenured) must be given the appropriate length of notification and they also must work with students to help them complete the program. Facilities still require maintenance and are generally absorbed by other programs resulting in no reduction in costs to the institution. Student FTE will be decreased as programs are discontinued.

4.2.2.5. Program Quality. Assess quality of the program as measured by the success of its graduates, reputation of faculty, and employer/community acceptance.

4.2.2.6. Enrollment Management and Institutional Capacity. Consider institutional enrollment management policy, limited access at the institution, upper division access, or caps within given majors.

4.2.2.7. Economic Stimulus and Recovery. Protect programs vital to economic stimulus and recovery.

4.2.2.8. Long-term Impact. Examine potential long-term impact of program discontinuations.

4.2.2.9 Role of Decision Makers. Through the process of determining which programs should be considered for possible discontinuation it is intended that the decisions should be made at the local campus in consultation with the Commissioner's Office regarding unnecessary duplication of programs. Those closest to the situation can best understand the multitude of ramifications involved in such a critical decision.

4.2.2.10. Treatment of Students. Students currently admitted to the program will be given a way to complete the program. This may require the enrollment of students at other institutions of higher education or that courses be taught for a maximum of two years after discontinuation of the program. All students must be given the opportunity to complete their program within a reasonable

amount of time.

4.2.3. Reports Requested by the Regents on Approved Programs. Reports requested by the Regents at the time of Board approval must be submitted in the time frame as requested. Reports may be requested every year for the first three years the newly approved program is in operation. Or reports may be due within two years of the commencement of the newly approved program (see 6.4.1). These reports should be sent to the Office of the Commissioner for review by the Academic Affairs staff. Once the report has been reviewed, it will be forwarded to the Board, the report will be placed on the Consent Calendar. The Regents are likely to request that the reports include program admission criteria, enrollment data, demographic data on the enrolled students, employment information and assessment processes. The Regents may request that other elements be included in the reports.

4.2.4. Out of Service Area Delivery of Approved Programs. Programs which require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area.

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

4.2.5.1. Temporary Approval and Temporary Sources of Funding. Requests to establish centers, institutes, bureaus, or other administrative entities which perform a primarily research, instructional, or technology transfer function, and are intended to provide external services and/or obtain external funds.

4.2.5.2. Modest Effort/Consistent with Roles/Affiliation/Three Year Limit. Institutions may seek temporary approval from the Commissioner for a center, institute, or bureau which is being established on an experimental or pilot basis. The Commissioner will evaluate and approve requests for temporary approval on the basis of the following criteria and conditions:

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

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

4.2.5.5. Consistent with Role. The activities involved are consistent with established institutional mission and role assignments.

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

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

4.2.6. Certificates of Completion in which Instruction is Provided by an Outside Vendor and

Requires Accreditation Review. The institution offers Certificates of Completion, credit or non-credit, for instruction provided by an organization outside of the USHE.

4.2.7. Non-credit Certificates Eligible for Financial Aid. Non-credit certificates that do not fit the definition in 4.1.1 but that are eligible for financial aid.

4.3. Information Calendar. Program Additions or Changes Requiring Notification on the Board's Information Calendar. Board notification is required for changes to programs and administrative units (see Template R401-9.4.1), institutional program reviews (see Template R401-10.1), and programs under development (see Template R401-11.1).

4.3.1. Transfer, Restructuring, or Consolidation of Existing Programs or Administrative Units.

4.3.2. Name Changes of Existing Programs.

4.3.3. Institutional Program Review Report (see R411 and Template R401-10.1).

4.3.4. Programs under Development (see Template R401-11.1).

4.3.5. Stand-alone Minors. A coherent collection of courses, related to one another, that is not part of a previously approved Major or degree program. (Submission: as they are approved or eliminated by institutional Board of Trustees.)

4.3.6. Interdisciplinary Minors. A coherent collection of courses, related to one another, from previously approved Majors or programs.

R401-5. Information to be Provided to the Office of the Commissioner. The USHE institutions shall submit to the Commissioner's Office the following items:

5.1. An annual list of scheduled program reviews, as defined in R411 including date of review. (Submission: September)

5.2. An annual list of credit and non-credit certificates not meeting the definition as defined in R401-4.1.1. (Submission: December)

5.3. A list of new Minors that are part of a degree or Major program, as they are approved by institutional boards of trustees. (Submission: as they are approved)

R401-6. Procedure for Submitting New Program or Program Changes for Board Approval

6.1. New Program and Program Changes as specified in the Action Calendar, R401-4.1. The process for the approval of new programs includes the submission of a Letter of Intent and the subsequent submission of a formal proposal to the Board of Regents. To help insure quality, institutions may wish to enlist the assistance of external consultants in developing the proposed program. Typically, applied technology education programs relate directly to the requirements of business and industry. Thus, programs submitted in this area should have the benefit of consultation from a program advisory committee regarding: (1) curriculum, including specific outcome-based competencies; (2) desired level of faculty qualifications; and (3) equipment and

laboratory requirements.

6.1.1. Letter of Intent. Institutional Chief Academic Officers will submit a Letter of Intent electronically for each new program proposal to initiate the Regents' program approval process. The template provided in **R401- 9.1** will be used for the Letter of Intent. (Fast-Track programs refer to **R401-7.**)

6.1.2. Staff and Chief Academic Officers (CAO) Review. USHE staff will review the Letter of Intent to assure that it is complete and provide comments to enhance its acceptability. Incomplete letters will be returned to the institution with suggestions. When Letters are determined to be complete, the Office of the Commissioner will forward the Letter to the CAOs at all USHE institutions for review and comment. Within two weeks, the CAOs will identify issues related to the information provided in the Letter of Intent, including those that impact their institutions and/or programs, program quality, and other issues the CAOs believe to be pertinent. These comments will be sent electronically to the Commissioner's Office and to all USHE institutions.

If no concerns are raised by Commissioner's staff or any institution, the Commissioner's staff will recommend to the Program Review Committee (PRC) (see **R401-6.1.3.**) that the program proposal is ready to be placed on the next Regents' agenda. The PRC may either accept or reject the staff's recommendation based upon its review. If the PRC accepts the recommendation, the proposing institution will prepare a full proposal in a timely manner so that it may be included on the subsequent Regents' agenda.

6.1.3. Submission to Program Review Committee (PRC). Once the proposing institution addresses issues raised by the CAOs, the revised Letter of Intent and institutional issues that have and have not been resolved will be forwarded for review by the Program Review Committee (PRC). The role of the PRC is to assess the proposal based upon six elements:

6.1.3.1. description,

6.1.3.2. market/student demand,

6.1.3.3. source of funding,

6.1.3.4. mission fit,

6.1.3.5. current availability of similar programs already offered in the USHE

6.1.3.6 institutional ranking according to the priorities of the submitting institution.

6.1.3.7. Confidential information may be submitted to the Commissioner under seal. (See **Letter of Intent Template R401-9.**) The PRC will review the Letter of Intent and accompanying information, raise questions, and request additional information as appropriate, including a request for a consultant to review the proposed program and surrounding issues. In this case, the proposing institution will provide to the Commissioner's staff a list of appropriate consultants. The staff will contact one of the consultants and arrange for the review. Once the consultant's report has been completed, it will be made available to the PRC, proposing institution, and the CAOs. As programs are reviewed, additional individuals, such as institutional representative(s) appointed by the CAO, and Commissioner's staff, may meet with the PRC. A member from the institution's

Board of Trustees also may be included.

6.1.4. Preparation of the Full Proposal. After the review process has been successfully completed, the proposing institution will develop a full proposal. The full proposal will follow the template in **R401-9.2.** and address issues raised by the CAOs and PRC.

6.2. Timetable for Submittal. Following the Letter of Intent review process, proposals will be submitted to the Commissioner's Office of Academic Affairs electronically, according to the annual schedule prepared by the Associate Commissioner for Academic Affairs, approximately two months before the date of the Regents' meeting when the proposal would be on the Regents' agenda for the first time. At the same time, the proposing institution's CAO will circulate the proposal to all USHE CAOs for review and evaluation. Once a proposal is evaluated by appropriate faculty at the other USHE institutions, comments and suggestions will be sent electronically to the Commissioner's Office and all CAOs at least one week prior to the CAO meeting where all proposals are discussed. The proposing institution will be responsible for addressing these concerns and any others in written communication electronically sent to the Commissioner's staff and all CAOs. If deemed necessary, the Office of Academic Affairs may request reviews from external evaluators.

6.3. Council of Chief Academic Officers (CAOs). The Council of Chief Academic Officers will meet prior to the Council of Presidents' and Regents' meetings. This meeting is for the purpose of discussing institutional proposals on the basis of comments submitted by other USHE institutions, any external reviews that have been conducted, initial evaluation from the Office of Academic Affairs, and comments from the PRC. This discussion will be reported to the Council of Presidents and considered by the Commissioner's staff in preparing materials and recommendations for the Board's agenda. The Commissioner's review for the Board will address not only the readiness of the institution to offer the program and the need for the program, but also the impact of the program on other USHE institutions.

6.4. Board of Regents Consideration. Program proposals that have been reviewed according to the procedures described in **R401-6.** are placed on the Board agenda for consideration by the Regents. The Board's Academic Applied Technology and Student Success Committee reviews proposals for new programs or program changes and recommends action to the Board. The Board then takes action on the proposed program during the meeting of the Committee of the Whole.

6.4.1. Two-year Review of New, Approved Programs. Institutions with approved programs will be responsible for submitting a two-year report to the Commissioner's Office based upon quality indicators determined by the proposing institution and the Board. This report will appear on the Consent Calendar (R401-4.2.3).

6.5. Votes for Approval. All new certificates of completion, diplomas, associate, and bachelor degree programs must be approved by a majority vote of the Board members in attendance. All new master's and doctoral degree programs require at least a two-thirds majority of the members in attendance to be approved.

6.6. Budgetary Considerations Separate from Approval. Program approval by the Board consists only of authorization to offer a program. Budget requests necessary to fund the program shall be submitted separately through the regular budget process.

R401-7. Fast-Track Programs.

7.1. Fast-Track Program Approval Procedure. If programs meet the requirements in **R401-4.2.6.** and the Commissioner has previously approved the institution's internal program development and approval process, the Commissioner may approve the program, effective immediately. To request approval, the proposing institution will submit a Letter of Intent to the Commissioner's Academic Affairs Staff. The Commissioner will respond within 15 working days and will place the program on the Consent Calendar of the next Board meeting. Fast-Track programs do not require institutional ranking.

Certificates of completion, as defined in **R401.4.1.1.** will ordinarily be submitted on the Regents' Action Calendar. These certificates, by nature, require more extensive curriculum development and review which should allow sufficient time for submission under the regular review procedure. Letters of Intent for certificates of completion, if submitted for fast-track approval, must contain information specifically addressing why rapid response, as provided through the fast-track process, is necessary.

7.1.1. Two Year Review of Programs Approved through the Fast-Track Procedure.

Institutions operating programs approved through the fast-track process must submit a report to the Commissioner's Office two years from the date that the program is implemented, outlining the continued viability of the program in terms of enrollment, student outcomes, budget and regional business and industry need (see Template R401-11.1).

R401-8. Programs Under Development/Consideration

8.1. Advance Information. Each institution shall submit to the Commissioner's Office of Academic Affairs an updated matrix of programs under development or consideration that may be brought to the Board for formal approval during the next thirty-six months. A compilation of this information will be included on the Information Calendar of Board of Regents' agendas. These planning documents will provide Regents with a continuously updated, system-wide view of the programs that may be brought to them for approval.

8.1.1. Two Time Periods. The information is presented in matrix format and includes two time periods: The first matrix provides information for a twelve-month period beginning with the month of the current Board agenda. The second matrix provides information for a subsequent 24-month period.

8.1.2. Information Updates. The information in each matrix is to be updated whenever the status of a program changes or a new program is being considered. This provides the Board ongoing information, for a thirty-six month period, regarding the status of programs as they progress through the institutional review process. Updated matrices should be submitted to the Commissioner's Office of Academic Affairs on the submission schedule for Board of Regents' agendas. Once a program has been approved by the Board, or is no longer under consideration at an institution, it should no longer appear in the matrix.

8.2. Matrix. In accordance with the existing program review schedule set by the Commissioner's Office, institutions will provide updated information to the Academic Affairs Office for programs under development or consideration. Changes to the matrix can be submitted electronically. The matrix will appear in the Information Calendar on the Board agenda.

R401-9. Template for Submitting Program Proposals. The templates request information and provide the format to be used when submitting program proposals for review and Board action. (Please use Ariel Narrow 12 point font.)

9.1. Template for Submission of Letter of Intent

9.1.1. Program Description. Present a short description of the program. Include information on current faculty preparedness to deliver a quality program.

9.1.2. Market and Student Demand. Provide specific data on market and student demand for the program, including how the program will function if market demand changes. Include information regarding employment opportunities both in and out of state. Indicate student demand for the program. If there is evidence of urgent need in the business and industry communities, provide appropriate details.

9.1.3. Budget. Provide specific budget information for five years, including the source of funding, and specify if enrollment growth funding is to be used. If internal reallocation is to be made, state which programs will need to be adjusted in order to support the proposed program, and the anticipated amount of funding from such a reallocation. Incorporate information regarding any new funding that is immediately available to this program. Be specific and detailed. Confidential information may be sent to the Commissioner under seal.

9.1.4. Institutional Mission. Describe how the proposed program fits within the institutional mission as defined by Policy R-312.

9.1.5. Similar Programs Already Offered in the USHE. Identify similar programs already approved and functioning in USHE institutions and justify why the proposed program is needed in light of existing programs. Include need and Utah employment data. Identify any articulation or collaboration with other USHE institutions, including supportive statements if appropriate.

9.1.6. Rank Order of Program within the Proposing Institution. There should be a clearly defined relationship to a high institutional priority.

9.1.7. Signature Page to Accompany Letter of Intent. The Letter of Intent will include the signatures of the Chief Academic Officer and the appropriate dean and department chair.

9.2. Template for Submission of Proposals for New Programs Following the Successful Review of the Commissioner's Staff, PRC, and CAOs. This template provides the formats and information to be used when submitting program proposals for review and Board action and approval. Please use Ariel Narrow 12 point font.

9.2.1. Template for submission of proposals for new Certificates of Completion and Diplomas, AA/AS Degrees, AAS Degrees, AAT Degrees, specialized associate degrees, Bachelor's Degrees, Master's Degrees, Doctoral Degrees, K-12 School Personnel Programs.

SECTION I The Request

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

SECTION II Program Description

[**Complete Program Description** - Present the complete, formal program description.]

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

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

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

[**Justification for Number of Credits** - Provide justification if number of credit or clock hours exceeds 63 for AA or AS, 69 for AAS, 2070 clock hours for AAT, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS.]

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

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

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

[**Faculty** - Identify the need for additional faculty required in each of the first five years of the program. State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Describe the faculty development processes that will support this program.]

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

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

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

[Institutional Readiness - Describe the impact of the new program upon existing administrative structures and identify new organizational structures that may be needed to deliver the program.]

SECTION III Need

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

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

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

[Similar Programs - Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific.]

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

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

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

SECTION IV Program and Student Assessment

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

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

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

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

**SECTION V
Finance**

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

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

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

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

[Impact on Existing Budgets - If program costs are to be absorbed within current base budgets, what other programs will be affected and to what extent? Provide detailed information. Confidential information may be sent to the Commissioner under seal.]

Appendix A

Program Curriculum.

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

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

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

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

	Total Number of Credits	

Appendix B

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

Appendix C

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

9.2.2. Signature Page to Accompany Proposals Requiring Board Approval. This signature page, with all appropriate signatures included, should be sent to the Commissioner's Office and kept on file at the proposing institution.

Institution Submitting Proposal:

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

Department(s) or Area(s) in
Which Program Will Be Located:

Program Title:

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

Area(s) of Emphasis or Academic
Specialty: (if appropriate)

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

Proposed Beginning Date:

Institutional Signatures (as appropriate):

Department Chair	Dean or Division Chair
Applied Technology Director	Graduate School Dean
Chief Academic Officer	President
Date	

9.3.1. Template for Consent Calendar Items, to Include Reinstatement of Previously Eliminated Administrative Units and Instructional Programs, Out of Service Area Delivery of Approved Programs, Certificates of Completion, Proposals for Centers/Institutes/Bureaus, Program Discontinuation, and Non-credit Certificates Eligible for Financial Aid.

**SECTION I
Request**

[Request- Briefly describe the change. Indicate the primary activities impacted, especially focusing on any instructional activities.]

**SECTION II
Need**

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

**SECTION III
Institutional Impact**

[Institutional Impact - Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the

institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate.]

**SECTION IV
Finances**

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

9.3.2. Signature Page to Accompany Proposals Requiring Board Consent. This signature page, with all appropriate signatures included, should be sent to the Commissioner's Office and kept on file at the proposing institution.

Institution Submitting Proposal:

College, School or Division in Which Program/Administrative Unit Will Be Located:

Department(s) or Area(s) in Which Program Will Be Located:

Program Title:

Recommended Classification of Instructional Programs (CIP) Code: ____ , ____ _

Area(s) of Emphasis or Academic Specialty: (if appropriate) _____

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

Proposed Beginning Date: _____

Institutional Signatures (as appropriate):

Department Chair	Dean or Division Chair
Applied Technology Director	Graduate School Dean
Chief Academic Officer	President
Date	

9.4. Template for Submission to the Information Calendar of the Academic, Applied Technology and Student Success Committee and Board Action.

9.4.1. Template for Information Calendar Items to Include Transfer, Restructuring or Consolidation of Existing Programs or Administrative Units, Stand-alone Minors, Interdisciplinary Minors, and Name Changes. (Approved by the Board of Trustees and sent to the Board of Regents as an information item.)

**SECTION I
The Request**

(Request- Briefly describe the change. Include a listing of courses and credits as appropriate.)

**SECTION II
Need**

(Need- Indicate why the change is justified. Reference need or demand data if appropriate.)

**SECTION III
Institutional Impact**

(Institutional Impact - Will the proposed recommendation affect enrollments in instructional programs of affiliated departments or programs? How will the proposed recommendations affect existing administrative structures? What(new) faculty, physical facilities or equipment will be impacted?)

**SECTION IV
Finances**

(**Costs** - What costs are anticipated? Describe any budgetary impact, including cost savings, on other programs or units within the institution.)

9.4. 2. Signature Page to Accompany Proposals Providing Board Notification. This signature page, with all appropriate signatures included, must be attached to proposals submitted for Board notification.

Institution Submitting Proposal:

College, School or Division affected:

Department(s) or Areas(s) affected:

Change Description:

Proposed Beginning Date:

Institutional Signatures (as appropriate):

Department Chair

Dean or Division Chair

Chief Academic Officer

President

Date

R401-10. Template for Submitting Institutional Program Reviews. The following information will be contained in the Program Review Report submitted to the Commissioner's Office.

10.1. Template for Submission of Program Reviews

10.1.1. Background Information. Identify the program under review and the date of the review. List each reviewer including degree and current affiliation. Provide any additional information to better understand the context of the review, i.e. date of last review, in conjunction with accreditation or national review, etc.

10.1.2. Student and Faculty Statistical Summary. List in chart form the past five years of data regarding students, graduates, faculty, student/faculty ratio and other data that are pertinent to understanding the program.

10.1.3. Program Strengths. List the program strengths as identified by the review team.

10.1.4. Areas Suggested for Improvement. List the areas where the review team indicated improvement is needed

10.1.5. Recommendations. What specific suggestions does the review team make in regards to program improvement?

10.1.6. Commendations. List any outstanding aspects of the program as identified by the review team.

10.1.7. Institutional Response to the Review Team Report. List specifically, what the institution intends to work on prior to the next review.

R401-11. Template for Submission of Programs under Development and Consideration. The following information will be sent to the Commissioner's Office for inclusion on the website. It should be updated as needed.

11.1 Template for Submission of Programs under Development and Consideration

Programs Under Development/Consideration

**Section I
(One Year)**

Institution	Program Name	Degree Type	Current Status	Projected for Regents' Agenda
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Programs Under Development/Consideration

**Section II
(Year Two and Three)**

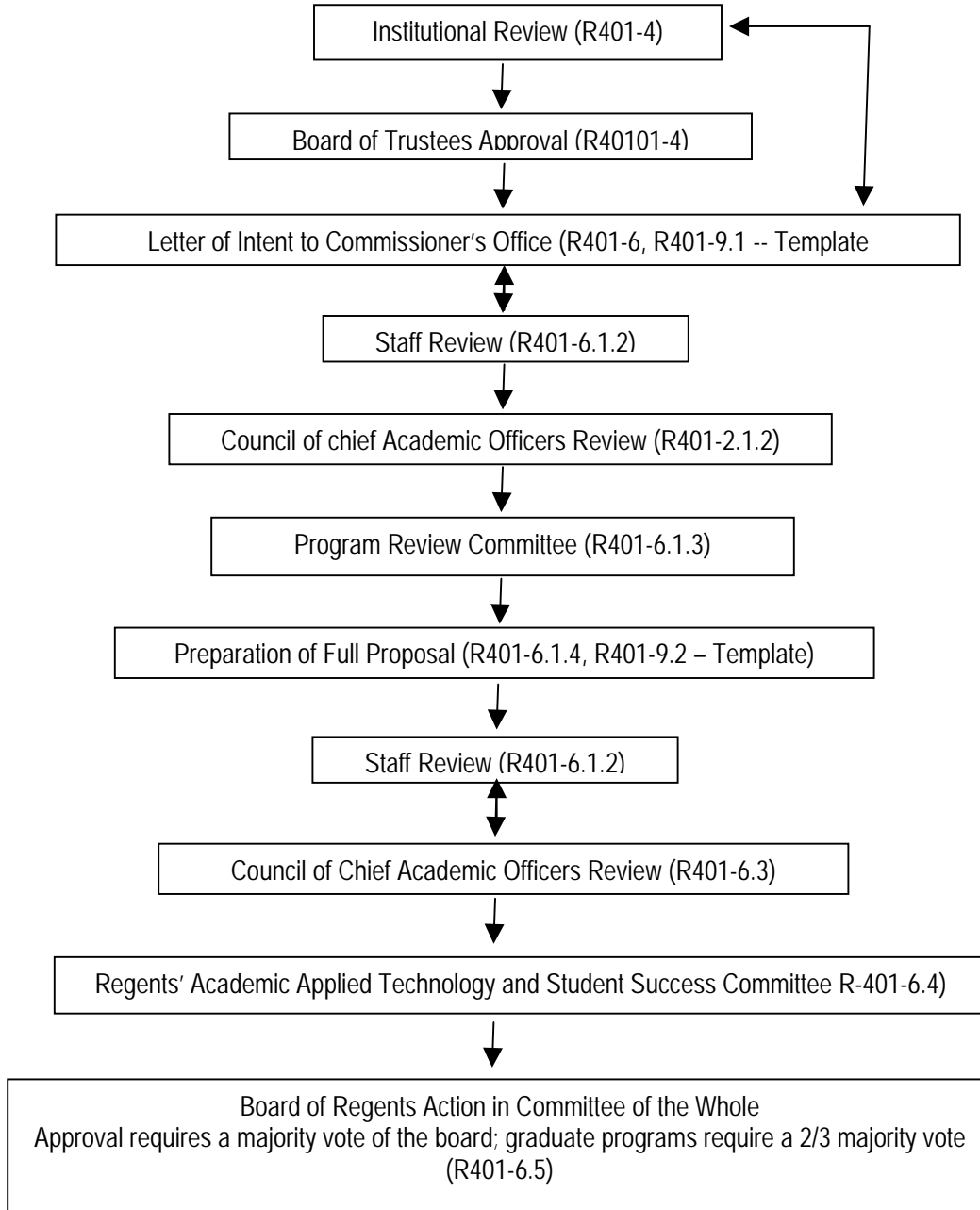
Institution	Program Name	Degree Type
-------------	--------------	-------------

(Approved November 7, 1972, amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000; amended June 1, 2001. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.]) R401 re-written and approved November 8, 2002; amended May 30, 2003. *Approved Board of Regents, May 30, 2003.*

APPENDIX A

ACTION CALENDAR FLOW CHART (R401-4.1)

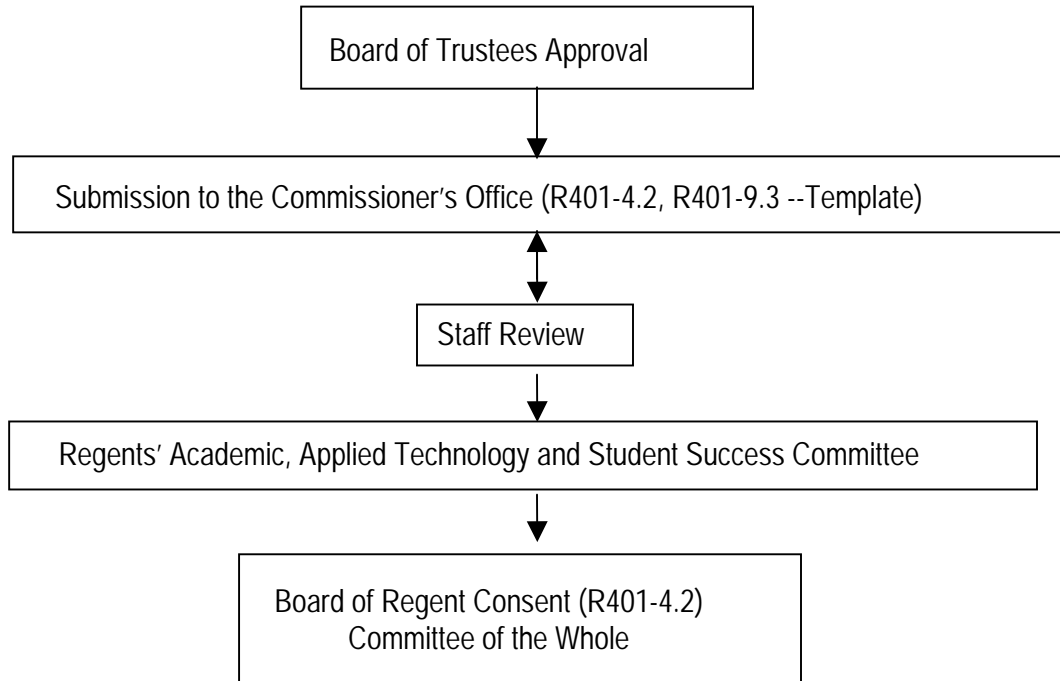
Board of Regent approval is required of all new certificate, diploma, and degree programs, including new K-12 school personnel programs. Such programs will have undergone institutional review and been approved by the Board of Trustees prior to submission to the Office of the Commissioner. The approval process for Fast Track applied technology certificate programs is described in R401-7.



APPENDIX B

CONSENT CALENDAR FLOW CHART (R401-4.2)

Board of Regent consent is required for significant program and administrative changes, including: reinstatement of previously eliminated administrative units and instructional programs, discontinuation of instructional programs*, delivery of approved programs offered outside an institution's designated service area, permanent approval of centers/institutes/bureaus, certificates of completion in which instruction is provided by an outside vendor and requires accreditation review, and non-credit certificates eligible for financial aid.

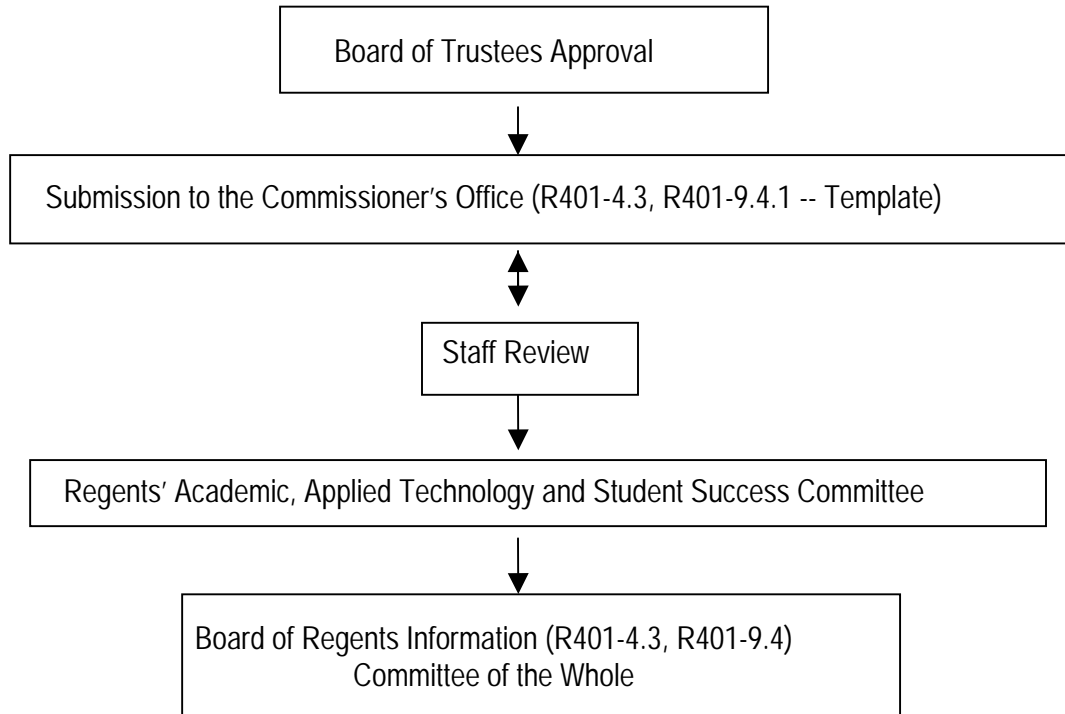


*See R401-4.2.2 for criteria to be used in guiding program review for the discontinuation of programs.

APPENDIX C

INFORMATION CALENDAR FLOW CHART (R401-4.3)

Board of Regent notification is required for changes to programs and administrative units, institutional program reviews, and programs under development. Information Calendar items may include transfer/restructuring/consolidation of existing programs or administrative units, stand-alone minors, interdisciplinary minors, and name changes.



MEMORANDUM
December 3, 2003

TO: State Board of Regents

FROM: Richard E. Kendell

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. OCHE -- Monthly Investment Report (Attachment 1). Board Policy R541, Management and Reporting of Institutional Investments, requires the Finance, Facilities, and Accountability Committee of the Regents to review and approve the investment report of the Office of the Commissioner on a regular basis. All operating funds of the Office of the Commissioner are invested with the University of Utah Cash Management Pool. The investment report for November for the Office of the Commissioner is attached.

B. UofU and USU -- Capital Facilities Delegation Reports (Attachment 2). In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.

Richard E. Kendell, Commissioner

CHF/MHS/jv
Attachments

MEMORANDUM
December 5, 2003

TO: State Board of Regents
 FROM: Richard E. Kendell
 SUBJECT: INFORMATION: USHE Annual Report on Leased Space

Issue

In June of 1993 the Regents adopted a leased space policy calling for an "annual report of all space leased by USHE institutions, including space leased for off-campus continuing education programs and leased in research parks." Board policy requires institutions to obtain prior Board approval of leases funded from state appropriations that exceed \$50,000 annually or that commit institutions to leases for a 5-year duration or beyond. Consistent with recommendations from a May 1993 report of the Legislative Fiscal Analyst, this annual report is to be reviewed by the Regents and submitted to the State Building Board for inclusion in its comprehensive 5-year building plan.

Institutional Lease Summary									
2002				2003					
Institution	Total Leases	Total Square Feet	Total Annual Lease/Rent Expenditures	Total Leases	Total Square Feet	Total Annual Lease/Rent Expenditures	Total Leases 2003 % Change from 2002	Total Sq. Ft. 2003 % Change from 2002	Total Annual Lease/Rent Expenditures 2003 % Change from 2002
U of U	85	838,282	\$10,305,216	90	838,098	\$10,655,760	5.6%	-0.02%	3.3%
USU	15	99,133	\$744,556	15	107,392	\$786,989	0%	7.7%	5.4%
WSU	8	54,442	\$134,894	7	44,369	\$98,228	-14.3%	-22.7%	-37.3%
SUU	22	42,506	\$290,024	23	41,934	\$298,552	4.3%	-1.4%	2.9%
Snow	0	0	0	0	0	0	0	0	0
DSC	1	5,840	\$125	1	5,840	\$125	0%	0%	0%
CEU	4	32,325	\$60,126	Not Provided					
UVSC	17	200,097	\$736,994	13	189,551	\$641,277	-30.8%	-5.6%	-14.9%
SLCC	9	107,283	\$649,623	9	108,218	\$1,145,896	0%	0.9%	43.3%
UCAT	10	184,241	\$941,805	19	347,002	\$1,195,119	47.4%	46.9%	21.2%
Totals	171	1,564,149	\$13,863,363	177	1,682,404	\$14,821,946	3.4%	7.0%	6.5%

State Board of Regents
December 3, 2003
Page 2

Approximately \$14.8 million is expended by Utah higher education for 177 leases totaling 1.7 million square feet of space. A summary of changes in leases since the last report is included as Attachment 1. Attachment 2 lists summary information for each lease, including location, gross square feet, cost per square foot, source of revenue for lease payments, expiration date, escalations, and type of space.

Recommendation

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

Richard E. Kendell, Commissioner

CHF/MHS/JV
Attachments

**Utah System of Higher Education
2003 Changes in Leases:
Fall 2002 to Fall 2003**

<i>School</i>	<i>Action</i>	<i>Leased Property</i>	<i>Total Leases</i>	<i>Sq. Ft</i>	<i>Annual Expenditures</i>
University of Utah					
		2002 Total - UofU	85	838,282	\$10,305,216
Delete		Physics Department - Kia Martens - Millard County-near Delta, Utah	(1)	40.00 acres	\$0
Delete		Department of Neurosurgery - 1250 East 3900 South, #200	(1)	(2,185)	(\$27,312)
Delete		Department of Ophthalmology (Dr. Mark Hopkins) - 1485 South Highway 40, Heber City	(1)	(500)	(\$9,588)
Delete		Department of Surgery/Urology Division - Andrology Prog. - 1121 East 3900 South, #C130	(1)	(1,587)	(\$27,216)
Delete		Hospital Accounting (Boyer) - 127 South 500 East (Ambassador Bldg.)	(1)	(37,866)	(\$519,144)
Add		Dept. of Family & Preventive Medicine, Rocky Mountain Center for Occupational & Environmental Health Program - 391 Chipeta Way, #C	1	6,440	\$106,260
Add		Utah Center for Reproductive Medicine - 675 Arapeen Drive, #205	1	10,798	\$234,564
Add		Dept. of Andrology - 1055 North 300 West, #318, Provo, Utah	1	206	\$6,000
Add		Dept. of Family & Preventive Medicine, Health Research Center - American Indian Health Project - Ayani' Neez Center @ Shiprock, New Mexico	1	640	\$14,844
Add		Dept. of Family & Preventive Medicine, Health Research Center - American Indian Health Project - Window Rock Shopping Center @ Window Rock, Navajo Nation (AZ)	1	640	\$7,200
Add		Dept. of Orthopedics - Ambulatory Care Center (PCMC)	1	3,853	\$61,644
Add		Dept. of Psychiatry - 615 South 700 East, #1F	1	2,878	\$24,000
Add		Parking Structure - Institute of Religion - South Campus Drive	1		\$0
Add		Parking Surface Use - Institute of Religion - South Campus Drive	1		\$0
Add		West Valley Outreach - 1060 South 900 West (in Jordan Park)	1		\$0
Change		Center for Engineering Design - 360 Wakara Way		1,051	\$22,200
Change		Family & Preventive Medicine's Health Research Ctr. - 375 Chipeta Way		10,093	\$191,772
Change		Sleep Disorder & Sinus Clinic - 375 Chipeta Way, #A			\$3,372
Change		Radiopharmacy (Subleased to PLCO Cancer) - 391 Chipeta Way, #A			\$2,520
Change		V.P. for Health Sciences - 391 Chipeta Way, #E, F & G			\$11,028
Change		Expansion Space - UNI - 410 Chipeta Way, #222, 225			\$1,200
Change		Lung Health Study, #221 - 410 Chipeta Way, #221			\$192
Change		Poison Control Center - 410 Chipeta Way, #211			\$1,764
Change		SOM Depts-Physiology & Cardiology 1 & 2 - 410 Chipeta Way, #156, 100 & 219 & storage			\$14,304
Change		Child Development Center - 419 Wakara Way, #100			\$396
Change		College of Pharmacy/Medicinal Chemistry - 419 Wakara Way, #205			\$1,524
Change		Information Technology Services - 419 Wakara Way, #196 & 200			\$3,768
Change		Dept. of Pediatrics (Dr. Carey) - 420 Chipeta Way, #101			\$456
Change		Rocky Mountain Cancer Data Center - 420 Chipeta Way, #120			\$444
Change		College of Pharmacy/Center for Cell Signaling - 421 Wakara Way, #360			\$2,196
Change		Information Tech. Services - 421 Wakara Way (Includes #130)			\$2,904
Change		Medical Center (formerly HR & Payroll) - 421 Wakara Way, #130, 140, 155 & 160			\$4,068
Change		Energy & Geosciences Institute - 423 Wakara Way (1st/3rd floors)			\$12,840
Change		Information Technology Services - 423 Wakara Way - #200, 216 & 203			\$4,512
Change		Neuropsychiatric Institute - 546 Chipeta Way, Level 2			\$6,900
Change		Pain Management Center - 546 Chipeta Way, #G200			\$3,900
Change		Preventive Cardiology - 546 Chipeta Way, #G100			\$2,988
Change		Sports Medicine Clinic - 546 Chipeta Way, #G300			\$3,924
Change		Utah Cancer Registry Center - 546 Chipeta Way, #2100			\$1,956
Change		Dept. of Anesthesiology - 615 Arapeen Drive, #200			\$3,384
Change		Dept. of Pediatrics (IICRC) - 615 Arapeen Drive, #202			\$4,416

**Utah System of Higher Education
2003 Changes in Leases:
Fall 2002 to Fall 2003**

<i>School Action</i>	<i>Leased Property</i>	<i>Total Leases</i>	<i>Sq. Ft</i>	<i>Annual Expenditures</i>
University of Utah (continued)				
Change	Dept. of Technology Transfer - 615 Arapeen Drive, #110			\$3,840
Change	Utah Diabetes Center - 615 Arapeen Drive, #100			\$11,952
Change	Central Stores - 729 Arapeen Drive			(\$4,248)
Change	Dept. of Radiology - Film File Storage - 729 Arapeen Drive		(517)	(\$4,344)
Change	Info. Tech. Services (formerly OIR) - 729 Arapeen Drive			\$336
Change	Surgical Specialty Center - 729 Arapeen Drive			\$1,200
Change	UUHN - Imaging Center - 729 Arapeen Drive			\$76,488
Change	SOM - Machine Shop - 729 Arapeen Drive			\$2,448
Change	University Sponsored Research Activities - 729 Arapeen Drive		(3,203)	\$24,456
Change	Bountiful - 75 W. 2nd S., Bountiful (Stoker School)			(\$8,400)
Change	Murray - Cedar Park, 5282 S. 320 W., #186			\$7,284
Change	Park City - 1255 Park Avenue (Carl Winters Ed Fac.)		(2,674)	(\$32,076)
Change	Sandy - 9875 South 240 West			\$7,416
Change	Bountiful - 530 South 500 West			\$2,964
Change	Cedar City - 1281 North North Field Road			\$2,496
Change	Idaho Falls - 2225 Teton Plaza, #A			\$2,364
Change	Ogden - 5575 South 500 East			\$5,628
Change	Provo - 1675 North Freedom Boulevard			\$3,180
Change	Sandy - 8750 South Sandy Parkway, Bldg. #3			\$900
Change	St. George - River Road and 700 South		960	\$14,256
Change	Beehive Square Storage - Beehive Square Units - Bldg. 23-D, Units 19,20 & 21A			\$2,016
Change	College of Engineering - V.P. Pershing - Beehive Square Units - Bldg. 23C, 23B, 22B, 22C, 22A		10,302	\$3,156
Change	Dept. of Dermatology - Cottonwood Place Medical Center, #150, 160			\$2,616
Change	Dept. of Dermatology - 324 10th Avenue, #224			\$1,452
Change	Dept. of Neurosurgery - 100 North Medical Drive			\$1,764
Change	Energy & Geosciences Institute - 865 S. 600 W., Bldg. 22-C			\$2,508
Change	Hospital Home Care & Home Skilled - 2970 South Main, #300			\$3,732
Change	Hospital - Records - 134 South 400 East			\$2,400
Change	Hospitals and Clinics - Gondola Bldg., Park City Resort Center			(\$456)
Change	Madsen Health Center (formerly Wasatch Clinics) - 555 Foothill Boulevard			\$43,032
Change	Medical Billing - 555 East 200 South, #100,150, & #200		487	\$8,544
Change	Moran Eye Center - 6360 S. 3000 E. (Old Mill II Med. Ofc. Bldg.), #20C			\$3,240
Change	Spine Therapy Center - 1355 Foothill Boulevard, #200			(\$10,884)
Change	Sugar House Family Practice Clinic - SE Corner of Wilmington and Highland Drive			\$3,780
Change	Sugar House Rehabilitation Clinic-space F6 - SE Corner of Wilmington and Highland Drive			\$1,452
Change	Dept. of Radiology - 729 Arapeen Drive			\$636
Change	Obstetrics & Gynecology (Perinatal Genetics) - 729 Arapeen Drive			\$1,476
Change	Virginia Tanner Creative Dance Program - 2580 Jefferson Avenue, Ogden			(\$9,600)
Change	Virginia Tanner Creative Dance Program - 2080 Gold Dust Lane (Prospector Sq.) - Park City			(\$8,640)
	2003 Total - UofU	90	838,098	\$10,655,760
	(excludes residential units and 5 land leases)			
Utah State University				
	2002 Total - USU	15	99,133	\$744,555
Delete	Brigham City Fine Arts Ctr. 58 So. 100 W. Brigham City, UT	(1)	(1,500)	(\$444)

**Utah System of Higher Education
2003 Changes in Leases:
Fall 2002 to Fall 2003**

<i>School</i>	<i>Action</i>	<i>Leased Property</i>	<i>Total Leases</i>	<i>Sq. Ft</i>	<i>Annual Expenditures</i>
Utah State University (continued)					
Delete		Provo, Vet Diagnostic Lab, 2301 So State-ADVS	(1)	(2,367)	(\$18,936)
Delete		Brigham City, Lincoln Center-Adult Skills Training Ctr. - CPD, 271 N 100 W	(1)	(2,340)	(\$12,060)
Add		Brigham City Box Elder School District - 851 S. 200 W.	1	990	\$3,600
Add		Jamestown Bldg., 1115 N. 200 E. Logan, UT	1	1,082	\$11,117
Add		Nephi Veterinary Diagnostic Lab. - 1451 S. Main, Nephi, UT	1	5,000	\$0
Change		Moab, UT, 175 W 200 So - Cont. Educ. w/CEU		4,349	\$41,986
Change		Brigham City Life Span Learning Center - 1100 S. Main		3,045	\$17,169
Change		SLC-Dairy Commission-Nutrition & Food Sciences, 1213 E 2100 So, SLC			\$2
2003 Total - USU			15	107,392	\$786,989
Weber State University					
2002 Total - WSU			8	54,443	\$134,894
Delete		North Layton Jr. High - 1100 W 2000 N Layton	(1)	(9,975)	(\$8,991)
Delete		WSU Davis Campus portable - 915 W Gordon Ave, Layton	(1)	(1,680)	(\$7,583)
Add		Central Davis Jr. High - 663 Church, Layton	1	6,563	\$7,035
Change		Clearfield High School - 931 South 1000 East, Clearfield		(1,050)	(\$412)
Change		Northridge High School - 2430 N Hillfield Road, Layton		(4,987)	\$240
Change		Davis High School - 325 South Main Street, Kaysville		3,937	(\$1,500)
Change		Roy High School - 2888 W 5600 S, Roy		(788)	(\$264)
Change		WSU North - 1590 W Park Cir, Suite 100, Pleasant View		(2,094)	(\$25,191)
2003 Total - USU			7	44,369	\$98,228
Southern Utah University					
2002 Total - SUU			22	42,506	\$290,023
Delete		710 North 195 West - LaVerkin	(1)	(1,000)	(\$7,200)
Delete		1100 West 800 North - Cedar City	(1)	(96)	(\$360)
Add		1100 West 800 North - Cedar City	1	216	\$576
Add		1100 West 800 North - Cedar City	1	360	\$900
Add		1100 West 800 North - Cedar City	1	216	\$576
Change		141 North Main - Kanab			\$443
Change		705 North 195 West - LaVerkin			\$630
Change		166 North Main - Panguitch			\$321
Change		217 East Telegraph - Washington		80	
Change		55 West Center - Beaver			(\$8,512)
Change		2390 West Hwy 56 - Cedar City			\$20,675
Change		2460 West Hwy 56 - Cedar City			\$961
Change		1100 West 800 North - Cedar City			\$12
Change		1100 West 800 North - Cedar City		64	\$180
Change		1100 West 800 North - Cedar City		(412)	(\$672)
2003 Total - SUU			23	41,934	\$298,552
Snow College	No Leases		0	0	\$0
Dixie State College					
2002 Total - DSC			1	5,840	\$125
No Changes					
2003 Total - DSC			1	5,840	\$125
College of Eastern Utah					
2002 Total - CEU			4	32,325	\$60,126
2003 Not available					

**Utah System of Higher Education
2003 Changes in Leases:
Fall 2002 to Fall 2003**

<i>School Action</i>	<i>Leased Property</i>	<i>Total Leases</i>	<i>Sq. Ft</i>	<i>Annual Expenditures</i>
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**Utah System of Higher Education
2003 Changes in Leases:
Fall 2002 to Fall 2003**

<i>School</i>	<i>Action</i>	<i>Leased Property</i>	<i>Total Leases</i>	<i>Sq. Ft</i>	<i>Annual Expenditures</i>
Utah Valley State College					
		2002 Total - UVSC	17	200,097	\$736,994
Delete		Heber City (Townley)	(1)	(4,139)	(\$45,000)
Delete		Heber City (Dailey)	(1)	(4,007)	(\$31,500)
Delete		Heber City (Bennett)	(1)	(3,000)	(\$43,404)
Delete		Distance Learning 1160 South State #150	(1)	(400)	(\$4,800)
Add		Continuing Ed House	1	850	\$5,400
Change		University Mall #159/#160		150	
Change		Foundation Building			\$19,189
Change		Airport Land (Hangar #2)			\$0.59
Change		Woodbury Art Gallery Common Areas			\$4,398
		2003 Total - UVSC	14	189,551	\$641,277
Salt Lake Community College					
		2002 Total - SLCC	9	107,283	\$649,623
Delete		1431 East 3900 South, SLC	(1)	(21,575)	(\$33,016)
Add		551 North 2200 West, Airport	1	9,600	\$79,200
Change		830 East 9400 South, Sandy		12,910	\$140,511
Change		551 North 2200 West, Airport			\$811
Change		551 North 2200 West, Airport			\$120
Change		511 West 200 South, Salt Lake City			(\$6,732)
Change		115 South Main Street			\$315,379
		2003 Total - SLCC	9	108,218	\$1,145,896
Utah College of Applied Technology					
		2002 Total - UCAT	11	202,241	\$1,013,805
Add		Mountainland - 1680 W Orem	1	6,000	\$30,660
Add		Mountainland - N Hwy 40 Heber	1	3,400	\$1
Add		Salt Lake/Tooele - Salt Lake Campus	1	43,200	\$92,000
Add		Bridgerland - Advanced Technology Building (Bourns Building)	1	87,731	\$78,958
Add		Southeast - San Juan Center - Blanding	1	1,345	\$2,790
Add		Southeast - Monticello Center	1	450	\$600
Add		Southeast - Montezuma Creek Center	1	600	\$750
Add		Southeast - Monument Valley Center	1	700	\$1,600
Change		Mountainland - 759 East Pacific Drive A.F.			\$29,939
Change		Southeast - Main Campus - Price		1,335	\$12,516
Change		Southwest - 510 So. 800 W. Cedar City			(\$70,000)
Change		Davis - Freeport Center, Bldg A-15			\$1,500
		2003 Total - UCAT	19	347,002	\$1,195,119
		2002 Total	172	1,582,150	13,935,361
		2003 Total	178	1,682,404	14,821,947
		Total Leases Added:	27	193,758	770,275
		Total Leases Ended:	17	-92,717	-796,110
		Total Leases Changed:	96	20,128	832,480
		Total Increase:	6	100,254	886,586

<i>Institution</i>	<i>Location</i>	<i>Gross Sq. Feet</i>	<i>Cost per Sq. Foot</i>	<i>Net or Full</i>	<i>State Approp. or Other</i>	<i>Annual Lease Payment</i>	<i>Terms in Months - Expiration Date</i>	<i>Escalations</i>	<i>Type of Space</i>
University of Utah									
(See pages 8 through 12 for details)									
Utah State University									
	Brigham City, Life Span Learning Center-Box Elder Co.	24,520	\$5.29	Net	State	\$129,913	12 months, 6/30/04	Annually	Classroom / Office
	Brigham City School District CPD Early Intervention Up-to-3, 851 S 200 W	990	\$3.64	Full	Other	\$3,600	12 months, 6/30/04	None	Classroom
	Cache County/Logan Airport Authority Hangar-ITEE	7,040	\$1.00	Net	Other	\$7,040	120 months, 6/30/2006	None	Hangar FL-10
	Jamestown Bldg., 1115 N. 200 E. Logan, UT	1,082	\$10.27	Full	Other	\$11,117	12 months, 6/30/04	None	Classroom
	Logan USU Res. Park - Dir. Office Bldg. #1770 Ste 110 & 120	4,416	\$7.50	Net	Other	\$33,120	144 months, 5/10/2006	None	Offices
	Logan USU Res. Park - Dir. Office Bldg #1770 - Ste 180	2,759	\$8.28	Net	Other	\$22,845	144 months, 4/3/2009	None	Offices/other
	Logan USU Res. Park - Dir. Office Bldg #1770 - Ste 140 & 160	2,828	\$9.89	Net	Other	\$27,969	144 months, 9/25/2008	None	Offices/other
	Logan USU Res. Park - Mt. Plains Resource Ctr.-CPD/sub-tenants Bldg #1780	14,492	\$9.00	Net	Other	\$130,428	146 months 2/28/2011	None	Offices/Laboratory
	Logan USU Res. Park - SDL Science Group & Summit Research, Bldg #1750	6,120	\$13.80	Net	Other	\$84,456	144 months, 1/01/2013	None	Research office & labs
	Logan USU Innovation Campus - Tech. Transfer Office Bldg. #570	3,079	\$12.47	Net	Other	\$38,425	36 Months, 07/15/2004	Yes	Offices
	Moab, UT, 175 W 200 So - Cont. Educ. w/CEU	8,649	\$6.98	Net	State	\$72,000	12 months, 8/31/2003	None	Classroom
	SLC-Dairy Commission-Nutrition & Food Sciences, 1213 E 2100 So, SLC	231	\$12.98	Full	State	\$3,000	12 months, 06/30/2004	None	Office
	SLC-5259 Commerce Drive (Atrium Bldg), Graduate Center and Cont. Ed.	11,186	\$10.73	Net	State	\$120,026	84 months, 8/31/2008	None	Classroom / Office
	Tooele, Com-Net Center- Continuing Education; 175 South 1000 West	15,000	\$6.87	Net	State	\$103,050	240 months, 12/31/2016	Purch. Option	Classroom / Office
	Nephi Veterinary Diagnostic Lab. - 1451 S. Main, Nephi, UT	5,000	No Cost		State		12 months, 08/01/2004	None	Clinic
	Subtotal - Utah State University	107,392				\$786,989			
Weber State University (See Note 1 & 2)									
	Clearfield High School - 931 South 1000 East, Clearfield	7,088	\$4.00		State	\$5,408	Semester rental, on-going	none	Classroom
	Northridge High School - 2430 N Hillfield Road, Layton	7,613	\$4.00		State	\$9,120	Semester rental, on-going	none	Classroom
	Davis High School - 325 South Main Street, Kaysville	13,650	\$4.00		State	\$5,460	Semester rental, on-going	none	Classroom
	Roy High School - 2888 W 5600 S, Roy	4,200	\$4.00		State	\$3,216	Semester rental, on-going	none	Classroom
	Central Davis Jr. High - 663 Church, Layton	6,563	\$4.00		State	\$7,035	Semester rental, on-going	none	Classroom
	WSU North - 1590 W Park Cir, Suite 100, Pleasant View	1,495	\$4.00		State	\$17,990	5 Months, 12/31/2003	Yes	Class/Lab/Office/Storage
	WSU West - 5627 South 3500 West, Roy	3,760	\$13.30		State	\$49,999	36 Months, 7/31/2004	Yes	Class/Office/Storage
	Subtotal - Weber State University	44,369				\$98,228			
Southern Utah University									
	141 North Main - Kanab	1,000	\$8.24	Net	Other	\$8,243	12 Month - Mar 2011	Varies	Classroom
	705 North 195 West - LaVerkin	5,008	\$8.81	Net	Other	\$44,112	12 Month - April 2018	Varies	Classroom
	494 East 900 South - St. George	6,016	\$9.84	Net	Other	\$59,196	12 Month - Apr 2020	Varies	Classroom
	166 North Main - Panguitch	1,200	\$5.52	Net	Other	\$6,621	12 Month - Dec 2012	Varies	Classroom
	680 West 300 South - Milford	1,000	\$7.20	Full	Other	\$7,200	12 Month - July 2007	Varies	Classroom
	555 West 400 South - Fillmore	900	\$8.00	Full	Other	\$7,200	12 Month - Aug 2006	Varies	Classroom
	450 South Center - Delta	1,000	\$7.20	Full	Other	\$7,200	12 Month - Aug 2006	Varies	Classroom
	217 East Telegraph - Washington	2,000	\$7.20	Net	Other	\$14,400	12 Month - Aug 2007	Varies	Classroom
	55 West Center - Beaver	1,004	\$4.24	Full	Other	\$4,256	12 Month - Sep 2004	Varies	Classroom
	2390 West Hwy 56 - Cedar City	11,560	\$8.74	Net	Other	\$101,024	12 Month - Sep 2015	Varies	Classroom/Office
	2460 West Hwy 56 - Cedar City	1,462	\$11.46	Net	Other	\$16,751	12 Month - July 2006	Varies	Classroom
	1100 West 800 North - Cedar City	312	\$2.15	N/A	Other	\$672	Month to Month	None	Storage
	1100 West 800 North - Cedar City	4,696	\$2.02	N/A	Other	\$9,504	Month to Month	None	Storage

Institution	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	State	Annual Lease Payment	Terms in Months - Expiration Date	Escalations	Type of Space
					Approp. or Other				
Southern Utah University Continued									
	1100 West 800 North - Cedar City	96	\$2.25	N/A	Other	\$216	Month to Month	None	Storage
	1100 West 800 North - Cedar City	2,256	\$1.59	N/A	Other	\$3,588	Month to Month	None	Storage
	1100 West 800 North - Cedar City	96	\$3.75	N/A	Other	\$360	Month to Month	None	Storage
	1100 West 800 North - Cedar City	96	\$2.81	N/A	Other	\$270	Month to Month	None	Storage
	1100 West 800 North - Cedar City	216	\$2.67	N/A	Other	\$576	Month to Month	None	Storage
	1100 West 800 North - Cedar City	216	\$2.00	N/A	Other	\$432	Month to Month	None	Storage
	1100 West 800 North - Cedar City	1,008	\$4.64	N/A	Other	\$4,680	Month to Month	None	Storage
	1100 West 800 North - Cedar City	216	\$2.67	N/A	Other	\$576	Month to Month	None	Storage
	1100 West 800 North - Cedar City	360	\$2.50	N/A	Other	\$900	Month to Month	None	Storage
	1100 West 800 North - Cedar City	216	\$2.67	N/A	Other	\$576	Month to Month	None	Storage
	Subtotal - Southern Utah University	41,934				\$298,552			
Snow College									
	None								
Dixie State College of Utah									
	Airport - ground lease for hanger	5,840	\$125.00		State	\$125	360 months, 1/1/2009	CPI	Hanger
	Subtotal - Dixie State College of Utah	5,840				\$125			
College of Eastern Utah									
Utah Valley State College (see Note 3)									
	University Mall #159	1,471	\$25.76	Inst. Interest Income		\$37,900	36 - 6/30/05		Classroom
	Orem Institute of Religion	Variable				\$200/room/semester			Classroom
	Orem Recreation	Variable				\$25/student/semester			Classroom
	Alpine School District	Variable				\$12.50/student/semester			Classroom
	Springville Community Pool	Variable							Classroom
	Student Center	Variable				\$1.50/person			Classroom
	University Mall #160	1,623	\$14.91	Inst. Interest Income		\$24,200	36 - 6/30/05		Classroom
	Foundation Building	35,647	\$8.95		Approp.	\$319,232	180 - 12/17/13		Classroom/ Other
	Airport Land (Hangar #1)	.577 acres			Approp.	\$2,408	360 - 2/7/29	3 yr CPI	Ground
	Airport Land (Hangar #2)	88,496	\$0.17		Approp.	\$15,915	360 - 3/22/30	2 yr CPI	Ground
	Airport (AvTech)	9.8 acres			Approp./Grant	\$15,050	360 - 5/31/25		Ground
	Airport Hanger #1	14,732	\$5.70		Dept. Rev.	\$84,000	168 - 10/12/12		Hangar/Classroom/Office
	Airport Hanger #2	33,000	\$3.74		Dept. Rev.	\$123,576	120 - 3/21/10		Hangar/Classroom/Office
	Woodbury Art Gallery Common Areas	13,732	\$0.99	Inst. Interest Income		\$13,596	60 - 3/31/07		Office / Other
	Continuing Ed House	850	\$6.35		Cont. Ed.	\$5,400	38329		Storage
	Subtotal - Utah Valley State College	189,551				\$641,277			
Salt Lake Community College									
	830 East 9400 South, Sandy	29,061	\$12.74		E & G	\$353,569	84 Mo. 6/30/07	Yes/Variable	Office/Lab/Classroom
	1021 West Vine Street, Tooele	2,083	\$7.00	Full	Skills Cntr	\$14,581	240 Months	Fixed 10 Yr.	Classroom
	551 North 2200 West, Airport	12,939	\$5.94	Net	E & G	\$76,856	180 Mo. 5/31/03	Adjusted Yrly.	Office/Lab/Classroom
	551 North 2200 West, Airport (2 Hangers)	2,624	\$402 Per Mo.		E & G	\$4,824	Month to Month		Hanger
	331 North 2370 West, Executive Terminal	3,463	\$11.02		E & G	\$38,162	Month to Month		Office/Classroom

Institution	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	State		Annual Lease Payment	Terms in Months - Expiration Date	Escalations	Type of Space
					Approp. or Other					
Salt Lake Community College Continued										
	551 North 2200 West, Airport	9,600	\$6,600 Per Mo.		Non State		\$79,200	Mo. To Mo. 60 Day		Storage
	852 East 9085 South, Sandy	8,800	\$2,000 Per Mo.	Full	E & G		\$24,000	Month to Month	None	Lab/Classroom
	511 West 200 South, Salt Lake City	1,262	\$11.33	Full	E & G		\$7,152	1/03 - 12/31/03	None	Office/Classroom
	115 South Main Street	38,386	\$14.26	Mod. Full	Other		\$547,552	Exp. 9/30/11	Yes, Annual	Office/Lab/Classroom
	Subtotal - Salt Lake Community College	108,218					\$1,145,896			
Utah College of Applied Technology										
Bridgerland ATC										
	Advanced Technology Building (Bourns Building)	87,731	\$0.90		Campus Funds		\$78,958	12 Months - Expires 06/30/04		
Davis ATC										
	Freeport Center, Bldg A-15	10,000	\$3.72				\$37,200	State Approp		None
Dixie ATC										
	East 1/2 of the DSC North Plaza Building - 55 South 900 East, St. George, Utah	18,000	\$4.00		General Fund		\$72,000	7/1/99 to 6/30/05	n/a	
Mountainland ATC										
	Pacific Drive A. F.	37,300	\$6.40		UCAT		\$237,839	108	0.03	
	So Geneva Rd. Orem	58,194			UCAT		\$1,228			
	So Main Springville	2,430	\$13.17		UCAT		\$32,000	open		
	1680 W Orem	6,000	\$5.11		UCAT		\$30,660	12		
	N Hwy 40 Heber	3,400			UCAT		\$1,600			
Salt Lake/Tooele ATC										
	Salt Lake Campus	43,200	\$2.13		General fund		\$92,000	36 mo. - 7/31/06		review of 1st yr will establish 2nd yr cost
	West Valley Campus (colocated with DWS)	6,679	\$18.04		General fund		\$120,500	60 mo. - 11/30/07		3% (but offsetting 4% discount for lump sum pymts)
	West Valley Training Center	17,397	\$13.12		General fund		\$228,240	24 mo. - 8/31/04		none
	Tooele Campus	5,000	\$14.00		General fund		\$69,980	24 mo. - 10/08/04		none
Southeast ATC										
	Main Campus - Price	3,576	\$10.07		Base Budget		\$36,000	5-1-03 extended month by month		
	San Juan Center - Blanding	1,345	\$2.07		Base Budget		\$2,790	month by month		
	Monticello Center	450	\$1.33		Base Budget		\$600	month by month		
	Montezuma Creek Center	600	\$1.25		Base Budget		\$750	month by month		
	Monument Valley Center	700	\$2.29		Base Budget		\$1,600	month by month		
Southwest ATC										
	Cedar City-Main Campus	45,000	2.89 Net		Legislature		\$130,000	156 Mo. 2017		n/a
Uintah Basin ATC										
	Vernal	n/a		n/a	General		\$24,000	n/a		n/a
	Subtotal - Utah College of Applied Technology	347,002					\$1,195,119			

Notes:

- (1) WSU rents classrooms from area high schools and junior highs for \$4 per room per hour, payments listed are actual amounts for FY 02-03
- (2) WSU GSF of High Schools and Central Davis Jr. High are calculated by taking the average number of classes taught FY 02-03 multiplied by the average size of room (35x15=525).
- (3) Ground expressed in acres is not included in square footage

Utah System of Higher Education
2003 University of Utah Leases and Rentals

Dpt	Location	Sq. Ft.	Cost per Square Ft	Net or Full	Monthly Payment	Start	Type of Space
Academic Outreach & Continuing Education							
	Bountiful - 75 W. 2nd S., Bountiful (Stoker School)	24,851	2.61	N	\$5,580	7/1/92	Classroom
	Murray - Cedar Park, 5282 S. 320 W., #186	11,765	15.35	N	\$15,054	7/30/90	Classroom
	Park City - 1255 Park Avenue (Carl Winters Ed Fac.)	3,768	14.74	F	\$4,631	6/30/93	Education & related purposes. (554' subleased.)
	Sandy - 9875 South 240 West	20,000	12.72	N	\$21,203	9/1/94	Classroom
College of Fine Arts <i>College of Fine Arts rent is \$1.00 per year</i>							
	West Institute, 3rd South - L. D. S. Church	22,501		N		9/15/83	Classroom
Dialysis Centers:							
	Bountiful - 530 South 500 West	5,845	17.37	N	\$8,463	2/26/98	Medical office
	Cedar City - 1281 North North Field Road	4,850	17.67	N	\$7,144	5/1/02	Medical office
	Idaho Falls - 2225 Teton Plaza, #A	7,533	10.79	N	\$6,778	1/28/92	Outpatient hospital services
	Ogden - 5575 South 500 East	12,583	30.97	N	\$16,111	1/1/93	Clinical, teaching & research
	Provo - 1675 North Freedom Boulevard	6,594	16.54	N	\$9,091	7/1/91	Dialysis center
	Sandy - 8750 South Sandy Parkway, Bldg. #3	6,000	5.15	N	\$2,579	12/15/96	Clinic
	St. George - River Road and 700 South	7,160	16.43	N	\$9,809	3/1/97	Dialysis center
615 Arapeen Drive							
	Dept. of Anesthesiology - 615 Arapeen Drive, #200	6,305	18.38	F	\$9,661	4/1/01	Research & clinical offices
	Dept. of Pediatrics (IICRC) - 615 Arapeen Drive, #202	6,490	23.33	F	\$12,623	6/1/01	Offices & laboratory
	Dept. of Technology Transfer - 615 Arapeen Drive, #110	6,338	20.21	F	\$10,997	3/1/99	Offices & laboratory
	Utah Diabetes Center - 615 Arapeen Drive, #100	16,811	24.40	F	\$34,183	11/1/00	Office & laboratory
675 Arapeen Drive							
	Utah Center for Reproductive Medicine - 675 Arapeen Drive, #205	10,798	24.72	F	\$19,547	10/28/02	Office and medical clinic
729 Arapeen Drive							
Hospital Activities:							
	Central Stores - 729 Arapeen Drive	9,172	5.00	N	\$3,822	3/1/98	Warehouse, distribution, storage
	Cold Storage Warehouse - 729 Arapeen Drive	2,700	4.50	N	\$1,013	4/1/99	Warehouse, distribution, storage
	Dept. of Radiology - Film File Storage - 729 Arapeen Drive	1,843	5.00	N	\$768	3/1/98	Warehouse, distribution, storage
	Info. Tech. Services (formerly OIR) - 729 Arapeen Drive	2,058	5.63	N	\$965	5/1/99	Warehouse, distribution, storage
	Surgical Specialty Center - 729 Arapeen Drive	3,209	12.88	N	\$3,443	5/1/02	Clinical exam room & offices
	UUHN - Imaging Center - 729 Arapeen Drive	6,744	12.20	N	\$6,856	8/1/99	Clinical radiologic imaging
	SOM - Machine Shop - 729 Arapeen Drive	8,665	5.91	N	\$4,268	1/1/98	General warehousing
	University Sponsored Research Activities - 729 Arapeen Drive	39,744	14.64	N	\$38,507	1/1/98	Warehouse, distribution, storage
School of Medicine Activities:							

Utah System of Higher Education
2003 University of Utah Leases and Rentals

<i>Dpt</i>	<i>Location</i>	<i>Sq. Ft.</i>	<i>Cost per Square Ft</i>	<i>Net or Full</i>	<i>Monthly Payment</i>	<i>Start</i>	<i>Type of Space</i>
	Dept. of Radiology - 729 Arapeen Drive	1,644	13.26	N	\$1,817	1/1/01	Offices, reading room, computer room
	Obstetrics & Gynecology (Perinatal Genetics) - 729 Arapeen Drive	3,790	13.39	N	\$4,228	12/1/98	Clinical laboratory
606 Black Hawk Way							
	Telecommunication & Info. Sys. & Comm. - 606 Black Hawk Way	16,500	9.98	N	\$13,724	7/1/94	Office
375 Chipeta Way							
	Family & Preventive Medicine's Health Research Ctr. - 375 Chipeta Way	38,856	18.26	F	\$59,135	4/1/01	Office, research, devevelopment & laboratory
	Sleep Disorder & Sinus Clinic - 375 Chipeta Way, #A	6,062	19.09	F	\$9,647	1/1/01	Office, research, devevelopment & laboratory
391 Chipeta Way							
	Dept. of Family & Preventive Medicine, Rocky Mountain Center for Occupational & Environmental Health Program - 391 Chipeta Way, #C	6,440	16.50	F	\$8,855	10/1/03	Office and lab
	Genetic Epidemiology - 391 Chipeta Way, #D1 & D-2	7,248	17.25	F	\$10,421	11/8/94	Office & laboratory space
	Radiopharmacy (Subleased to PLCO Cancer) - 391 Chipeta Way, #A	5,047	17.50	F	\$7,360	12/1/96	Office & laboratory
	V.P. for Health Sciences - 391 Chipeta Way, #E, F & G	14,700	16.50	F	\$20,213	9/1/94	Office
410 Chipeta Way							
	Expansion Space - UNI - 410 Chipeta Way, #222, 225	3,329	12.36	N	\$3,429	10/8/96	Research, office & UNI
	Lung Health Study, #221 - 410 Chipeta Way, #221	2,845	13.51	TN	\$3,203	9/1/93	Office
	Orthopedic Billing - 410 Chipeta Way, #240	1,580	13.78	N	\$1,816	4/17/92	Research & office
	Poison Control Center - 410 Chipeta Way, #211	1,759	15.00	N	\$2,199	8/1/93	Office
	SOM Depts-Physiology & Cardiology 1 & 2 - 410 Chipeta Way, #156, 100 & 219 + storage	45,684	10.74	N	\$40,911	4/25/97	Office & laboratory
420 Chipeta Way							
	Dept. of Pediatrics (Dr. Carey) - 420 Chipeta Way, #101	821	19.23	F	\$1,316	12/1/00	Office
	Rocky Mountain Cancer Data Center - 420 Chipeta Way, #120	888	15.00	N	\$1,110	1/1/87	Office
546 Chipeta Way							
	Neuropsychiatric Institute - 546 Chipeta Way, Level 2	24,054	14.64	N	\$29,357	8/1/95	Office
	Pain Management Center - 546 Chipeta Way, #G200	6,986	14.38	N	\$8,376	8/17/95	Office
	Pain Management Center - 546 Chipeta Way, #2000	1,061	13.80	N	\$1,220	7/13/95	Office
	Preventive Cardiology - 546 Chipeta Way, #G100	10,408	14.63	N	\$12,694	8/7/95	Office
	Sports Medicine Clinic - 546 Chipeta Way, #G300	13,660	14.64	N	\$16,672	8/7/95	Office
	Utah Cancer Registry Center - 546 Chipeta Way, #2100	3,428	14.64	N	\$4,184	7/13/95	Office

Utah System of Higher Education
2003 University of Utah Leases and Rentals

<i>Dpt</i>	<i>Location</i>	<i>Sq. Ft.</i>	<i>Cost per Square Ft</i>	<i>Net or Full</i>	<i>Monthly Payment</i>	<i>Start</i>	<i>Type of Space</i>
360 Wakara Way	Center for Engineering Design - 360 Wakara Way	11,354	24.36	F	\$19,350	7/1/94	Research & office
419 Wakara Way	Child Development Center - 419 Wakara Way, #100	8,463	13.64	N	\$9,624	11/8/96	Day care center
	College of Pharmacy/Medicinal Chemistry - 419 Wakara Way, #205	6,054	12.74	TN	\$6,428	10/1/00	Office & lab
	Information Technology Services - 419 Wakara Way, #196 & 200	9,372	13.83	N	\$10,804	3/1/97	Office
420 Wakara Way	Human Resources, Payroll - 420 Wakara Way	22,159	15.45	N	\$28,536	5/1/02	General office, classroom, educational uses
421 Wakara Way	College of Pharmacy - 421 Wakara Way, #318	16,284	15.92	N	\$21,612	1/1/87	Research & office
	College of Pharmacy/Center for Cell Signaling - 421 Wakara Way, #360	4,076	15.04	N	\$5,110	3/1/01	Research & office
	Information Tech. Services - 421 Wakara Way (Includes #130)	10,104	15.00	N	\$12,632	7/15/91	Office
	Medical Center (formerly Human Resources & Payroll) - 421 Wakara Way, #130, 140, 155 & 160	8,833	15.68	N	\$11,542	10/1/91	Office
423 Wakara Way	Energy & Geosciences Institute - 423 Wakara Way (1st/3rd floors)	32,380	13.60	N	\$36,712	9/1/96	Office
	Information Technology Services - 423 Wakara Way - #200, 216 & 203	7,665	13.90	N	\$8,884	8/22/98	Office
OTHER OFF CAMPUS LEASES							
	Beehive Square Storage - Beehive Square Units - Bldg. 23-D, Units 19,20 & 21A	21,094	3.18	N	\$5,758	2/1/02	Storage
	College of Engineering - V.P. Pershing - Beehive Square Units - Bldg. 23C, 23B, 22B, 22C, 22A	27,458	8.60	N	\$6,983	7/1/95	Research and office
	Dept. of Andrology - 1055 North 300 West, #318, Provo, Utah	206	29.13	F	\$500	2/24/03	Lab and associated services
	Dept. of Dermatology - Cottonwood Place Medical Center, #150, 160	5,058	17.76	F	\$7,488	1/15/02	General office & medical clinic
	Dept. of Dermatology - 324 10th Avenue, #224	2,749	17.53	F	\$4,139	11/1/98	Medical office
	Dept. of Family & Preventive Medicine, Health Research Center - American Indian Health Project - Ayani' Neez Center @ Shiprock, New Mexico	640	23.19	F	\$1,237	4/1/03	Research office for prospective study of American Indians & Alaskan natives.
	Dept. of Family & Preventive Medicine, Health Research Center - American Indian Health Project - Window Rock Shopping Center @ Window Rock, Navajo Nation (AZ)	640	11.23	N	\$600	3/13/03	Navajo Nation Study

Utah System of Higher Education
2003 University of Utah Leases and Rentals

Dpt	Location	Sq. Ft.	Cost per Square Ft	Net or Full	Monthly Payment	Start	Type of Space
	Dept. of Neurosurgery - 100 North Medical Drive	3,408	16.00	F	\$4,691	7/1/02	Clinic and office
	Dept. of Orthopedics - Ambulatory Care Center (PCMC)	3,853	16.00	F	\$5,137	7/1/02	Office and clinic space
	Dept. of Pediatrics - Ambulatory Care Center (PCMC)	11,086	16.00	F	\$11,988	1/1/01	Medical office
	Dept. of Psychiatry - 615 South 700 East, #1F	2,878	8.33	N	\$2,000	7/1/03	Medical office/general office
	Dept. of Surgery - 747-757 East South Temple-#100, 101 + 102	5,466	27.15	F	\$6,386	11/1/94	Medical office
	Dept. of Surgery (Dominic Albo) - Medical Plaza - 24 South 1100 East, #303	1,017	12.93	N	\$1,096	7/1/00	Medical/dental office
	Energy & Geosciences Institute - 865 S. 600 W., Bldg. 22-C	17,100	4.34	N	\$6,190	8/1/98	Warehouse & office
	Energy & Geosciences Institute - 16000 Memorial Drive, Houston, TX	973	15.50	N	\$1,257	9/15/02	Geological research & related business
	HealthNetwork - Basement - 1492 West Antelope Drive, Layton	3,528	14.20	N	\$4,176	2/4/99	General offices
	HealthNetwork - Main Floor - 1492 West Antelope Drive, Layton	12,800	15.40	N	\$16,435	9/30/98	General offices
	HealthNetwork - Stansbury Park - 220 Millpond, #100	12,000	20.74	N	\$20,748	8/2/99	General offices
	Hospital Home Care & Home Skilled - 2970 South Main, #300	8,119	15.75	F	\$10,661	12/1/98	General offices & pharmacy
	Hospital - Records - 134 South 400 East	15,419	4.98	N	\$6,400	10/15/95	Office & warehouse
	Hospitals and Clinics - Gondola Bldg., Park City Resort Center	1,440	10.72	N	\$1,288	11/1/96	Medical clinic and office
	Madsen Health Center (formerly Wasatch Clinics) - 555 Foothill Boulevard	32,000	9.78	N	\$26,095	4/3/88	Clinic
	Medical Billing - 555 East 200 South, #100,150, & #200	11,657	13.85	N	\$13,463	11/1/93	Office
	Moran Eye Center - 6360 S. 3000 E. (Old Mill II Med. Ofc. Bldg.), #200	5,894	17.00	N	\$8,350	5/11/98	Medical office
	Parking Structure - Institute of Religion - South Campus Drive						Parking (Upon completion of structure, the # of parking stalls, begin/end dates, and monthly payments will be determined.)
	Parking Surface Use - Institute of Religion - South Campus Drive		0.00			3/1/03	Parking (No monetary fee for lease. University has agreed to maintain the Licensed Space pursuant to the terms and conditions of the Agreement.)
	Radiation Therapy (St. Marks Hospital) - 1250 East 3900 South (Ground Floor)	6,600	10.67	N	\$5,871	5/1/96	Therapy clinic
	Spine Therapy Center - 1355 Foothill Boulevard, #200	4,785	9.82	N	\$3,916	6/5/92	Clinic
	Sugar House Family Practice Clinic - SE Corner of Wilmington and Highland Drive	8,788	18.76	N	\$13,739	3/20/96	Clinic
	Sugar House Rehabilitation Clinic-space F6 - SE Corner of Wilmington and Highland Drive	3,581	17.32	N	\$5,171	3/20/96	Clinic
	Virginia Tanner Creative Dance Program - 2580 Jefferson Avenue, Ogden					8/26/02	Classroom (New lease in process.)
	Virginia Tanner Creative Dance Program - 2080 Gold Dust Lane (Prospector Sq.) - Park City					8/26/02	Classroom (New lease in process.)

Utah System of Higher Education
2003 University of Utah Leases and Rentals

<i>Dpt</i>	Location	Sq. Ft.	Cost per Square Ft	Net or Full	Monthly Payment	Start	Type of Space
	West Valley Outreach - 1060 South 900 West (in Jordan Park)						Community resource building (In lieu of payments, University will pay for premises renovation - not to be more than \$60,000)
		838,098			\$887,980		
Residential:							
	Hinckley Institute of Politics - 01 113 2950 Van Ness St. #113				\$1,792	4/15/02	Apartment
	Hinckley Institute of Politics - 01 230 2950 Van Ness St. #230				\$1,682	4/15/02	Apartment
	Hinckley Institute of Politics - 01 515 2950 Van Ness St. #515				\$1,833	4/15/02	Apartment
	Hinckley Institute of Politics - 01 610 2950 Van Ness St. #610				\$1,946	4/15/02	Apartment
	Hinckley Institute of Politics - 01 910 2950 Van Ness St. #910				\$1,734	4/15/02	Apartment
	Hinckley Institute of Politics - 01 930 2950 Van Ness St. #930				\$1,760	4/15/02	Apartment
LAND:							
	KUED - Mt. Vision	.43 acres			\$3,000	10/1/95	Broadcasting & transmitting
	Physics Dept. - Dugway Proving Grounds	988 acres					
	Seismograph Station* - Various points in Utah	300 seismograph stations					
	U of U (Beta Corner Lease) - NE corner of University & 1st South	Land only				7/30/74	
	U of U Madsen Health Center-Parking Lot (formerly Wasatch Clinic) -						
	L.D.S. Church	.75 acres			\$1,000	10/15/88	Parking lot

MEMORANDUM

December 3, 2003

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Salary Equity Study

Issue

This tab presents the Fall 2003 salary equity study, which evaluates the competitiveness of employee salaries at USHE institutions. In summary, the study identifies 2,900 state-funded, FTE faculty and staff positions in the USHE with salary levels that are less than 90 percent of their equivalent market benchmark – or average salary for that position. The cost to fund these positions up to the 90 percent level would equal \$17.8 million. The findings of this study will be used as justification for the three percent salary increase and salary equity need identified in the 2004-05 USHE Operating Budget Request.

Background

This marks the third time in recent years a position-by-position salary equity study for the system has been completed. Previous studies occurred during Fall 1999 and Fall 2001. The results of the Fall 2003 study document that USHE employees have lost ground in salary benchmark comparisons during the years of budget reductions and no state-funded salary increases. Table 1 of Attachment 1 summarizes the results of the study. This table shows (1) the number of state-funded FTE faculty and staff positions by institution which have a salary less than 90 percent of the market benchmark, (2) the total number of positions for which benchmarks were identified, (3) the cost in dollars of bringing all employees up to a minimum of the 90 percent market benchmark, and (4) the average adjustment needed per FTE employee.

Figures 1 thru 4 of Attachment 1 compare the findings from the 2003 study with the studies from 1999 and 2001. With a handful of exceptions, both faculty and staff at all institutions find themselves farther behind market benchmarks than in Fall 2001. With the help of Legislative funding, institutions were able to reduce the gap between employee salaries and market benchmarks from 1999 to 2001, but the trend has now reversed. Given the current emphasis of shifting health benefits costs to employees through co-pays and premium sharing, reversing the trend of falling farther behind salary benchmarks is crucial for employee morale and retention.

Several important methodological assumptions used for this study are important to note. The most significant is the selection of market benchmarks. Faculty benchmarks are comprised from two sources. The first is the College and University Professional Association for Human Resources (CUPA-HR). Each year CUPA-HR completes a faculty salary survey by instructional discipline and faculty rank for public and private institutions. Faculty at all the USHE institutions except the University of Utah are compared to the

average salaries by rank and discipline for all public universities in the same classification which completed the survey. The University of Utah's faculty benchmarks came from the Oklahoma State Board of Regents annual salary survey of research universities. Utah State University was compared to CUPA-HR instead of the Oklahoma survey for two reasons: (1) CUPA-HR data included benchmarks for more disciplines that matched USU's faculty, particularly in the Agriculture area, and (2) for historical consistency in comparing benchmarks, since USU was compared to CUPA-HR in Fall 2001. Comparing USU to the Oklahoma state survey would increase their need for faculty equity adjustments from \$2.1 million to \$4.3 million.

Staff benchmarks are determined using three instruments. The first compares USHE staff to a Salt Lake area survey for positions that cut across higher education and other public and private sector employers, such as IT specialists, accountants, administrative assistants, and custodians,. The second instrument is a CUPA-HR survey that compares mid-level higher education positions, such as student career counselors, admissions staff, and financial aid advisors to other public institutions with a similar budget size and classification. The final instrument compares higher education administrative positions, including presidents, vice presidents, deans, and directors, to a different CUPA-HR survey that segments positions based on institution budget size and classification.

Two other key adjustments are included. The first is that salaries are adjusted for the value of each institution's benefit package compared to the market benchmark group. This adjustment offsets any richness that USHE employee benefit packages may have compared to the private sector or institutions in other states. The second is that employee salaries are adjusted for the employee's longevity. This adjustment offsets the influence that longevity could have on how an individual's salary compares to the market average. The market average salary for a position does not reflect the correlation between an individual's longevity and salary level. Though the appropriate adjustment level for each of these factors is estimated, the adjustments provide important refinements to the study's findings and mitigate the influence of extraneous variables. The benefits adjustment is particularly meaningful in light of concerns regarding the richness of benefits packages.

For the first time, the Utah College of Applied Technology is also conducting a salary equity analysis. Because appropriate benchmark comparisons are still being refined, the analysis is not complete.

Commissioner's Recommendation

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

REK/MHS/BLM
Attachment

Richard E. Kendell, Commissioner

Table 1

Utah System of Higher Education Fall 2003 Salary Equity Analysis ⁽¹⁾

		FTE Employees below 90% of Market ⁽²⁾	FTE Employees with Benchmarks	Dollars ⁽³⁾	Average
University of Utah	Faculty	323	847	\$2,979,500	\$9,224
	Staff	292	958	\$1,193,400	\$4,087
	Total	615	1,805	\$4,172,900	\$6,785
Utah State University	Faculty	294	501	\$2,116,600	\$7,199
	Staff	467	653	\$1,886,200	\$4,039
	Total	761	1,154	\$4,002,800	\$5,260
Weber State University	Faculty	218	422	\$737,000	\$3,381
	Staff	257	433	\$2,089,000	\$8,128
	Total	475	855	\$2,826,000	\$5,949
Southern Utah University	Faculty	139	206	\$946,000	\$6,806
	Staff	138	205	\$1,099,000	\$7,964
	Total	277	411	\$2,045,000	\$7,383
Snow College	Faculty	12	112	\$96,500	\$8,042
	Staff	42	114	\$252,200	\$6,005
	Total	54	226	\$348,700	\$6,457
Dixie State College	Faculty	60	95	\$310,100	\$5,168
	Staff	48	105	\$246,500	\$5,135
	Total	108	200	\$556,600	\$5,154
College of Eastern Utah	Faculty	36	71	\$173,100	\$4,808
	Staff	53	84	\$374,100	\$7,058
	Total	89	155	\$547,200	\$6,148
Utah Valley State College	Faculty	157	384	\$1,237,400	\$7,882
	Staff	158	380	\$1,040,700	\$6,587
	Total	315	764	\$2,278,100	\$7,232
Salt Lake Community College	Faculty	102	318	\$472,800	\$4,635
	Staff	104	281	\$516,500	\$4,966
	Total	206	599	\$989,300	\$4,802
Utah College of Applied Technology ⁽⁴⁾	Faculty	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
	Staff	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
	Total	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
State Board of Regents ⁽⁵⁾	Faculty	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
	Staff	7	21	\$41,200	\$5,886
	Total	7	21	\$41,200	\$5,886
USHE TOTAL	Faculty	1,341	2,956	\$9,069,000	\$6,763
	Staff	1,559	3,213	\$8,697,600	\$5,579
	Total	2,900	6,169	\$17,766,600	\$6,126

Notes:

(1) Data compiled Fall 2003.

(2) Number of state-funded full-time equivalent employees with adjusted salaries less than 90% of market.

(3) Dollars represent amount needed to bring employees' salaries up to 90% of market.

(4) Salary equity study for UCAT not yet finalized.

(5) No faculty positions.

Figure 1.
Faculty Salary Equity Adjustments Need Study
 Dollar Amount⁽¹⁾ Comparison -- Fall 1999, Fall 2001, and Fall 2003

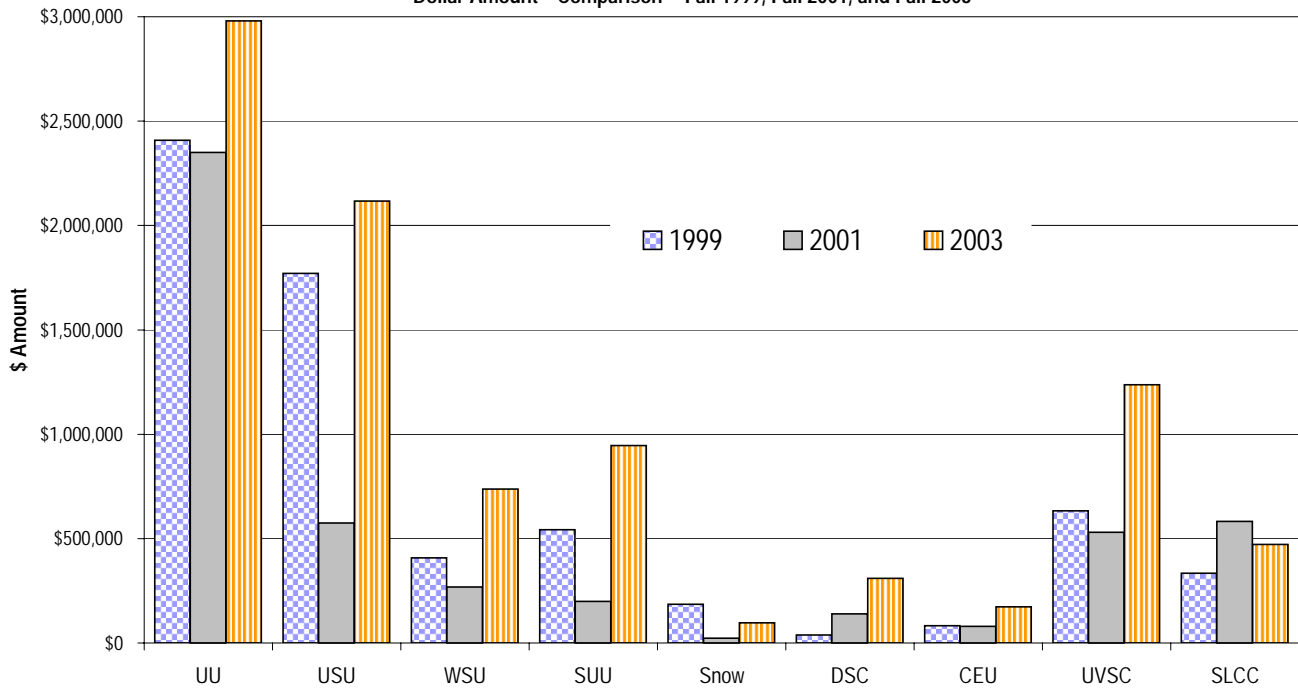


Figure 2.
Staff Salary Equity Adjustments Need Study
 Dollar Amount⁽¹⁾ Comparison -- Fall 1999, Fall 2001, and Fall 2003

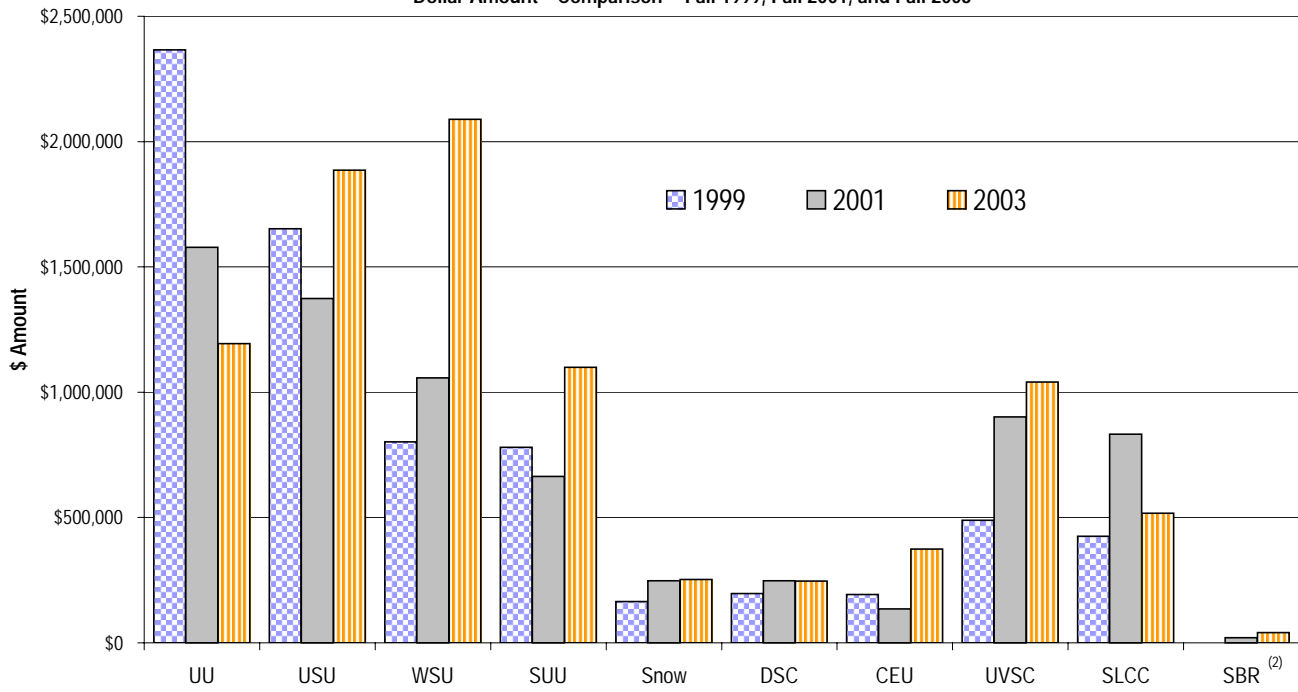


Figure 3.
Faculty Salary Equity Adjustments Need Study
 Positions less than 90% of Market⁽¹⁾ Comparison -- Fall 1999, Fall 2001, and Fall 2003

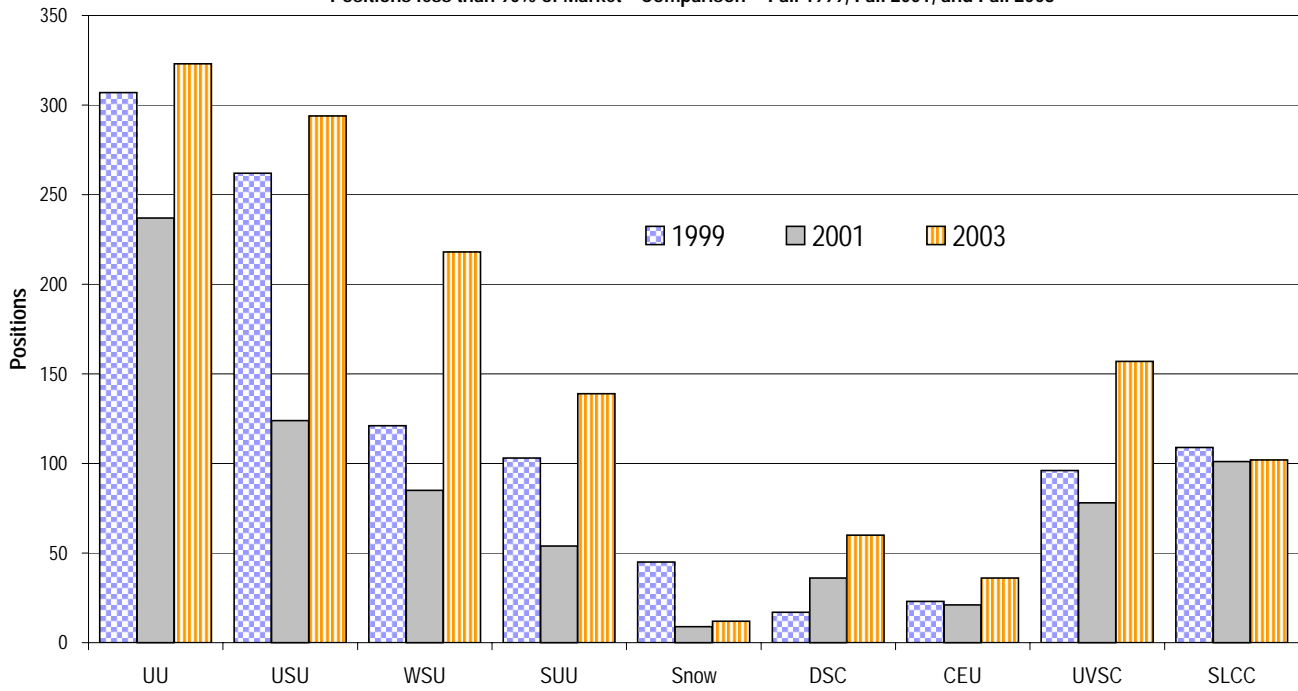
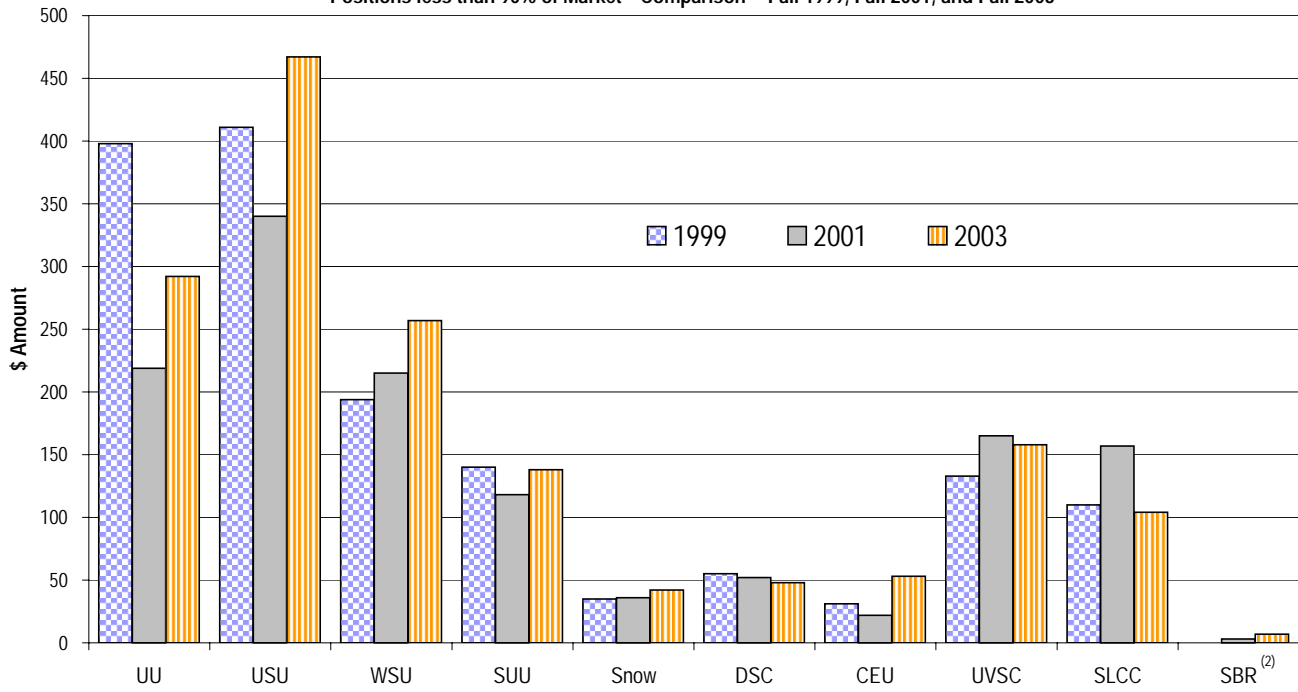


Figure 4.
Staff Salary Equity Adjustments Need Study
 Positions less than 90% of Market⁽¹⁾ Comparison -- Fall 1999, Fall 2001, and Fall 2003



MEMORANDUM
December 3, 2003

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Utah Valley State College – Baseball Stadium

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 a baseball stadium. This project was previously approved by the Regents in 1999 and subsequently approved by the Utah State Legislature in 2000 as a non-state funded project.

Background

Officials at Utah Valley State College have envisioned a baseball stadium as part of the campus master plan since 1998. Planning for the project was postponed in 2000 when funding from a single private donor was not forthcoming. Since that time, new sources of private funding have been identified, and the College, in cooperation with local and county governments, has developed a funding plan to finance the proposed baseball stadium without using College state-appropriated resources. The project addresses College needs with the transition to Division I athletics and may serve as a home field for the Utah Valley Angels (formerly Provo Angels) professional baseball team. The proposed stadium will be 13,000 square feet, with seating for 2,400 people, located on the site of the current field on the west side of campus. The orientation of the field will be rotated 180 degrees in order to comply with Major League Baseball standards.

Estimated construction costs are \$3.4 million. Utah County has agreed to advance to the College the necessary cash to fund construction costs. The College will, through a Memorandum of Agreement, repay the County over a period of time not to exceed ten years using donations and operating revenues from the stadium. At least \$2.7 million in donations are already committed, including a \$1.7 million "naming-rights" donation from Parkway Crossing, which is a local developer of student housing. Commitments for additional donations of \$.5 million are expected soon.

UVSC is currently negotiating with the Utah Valley Angels for the team to lease the Stadium for a 38 game schedule beginning June 2005. A portion of anticipated lease payments (\$25,000 per year) will be reserved for repayment to Utah County. The remainder of operating revenues will be used for ongoing operation and maintenance of the new facility.

State Board of Regents
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Page 2

Due to the time that has elapsed since the project was initially approved, and because of changes in the scope of the project, UVSC is providing this informational update to the Board on current financing plans for the project.

Recommendation

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

REK/MHS

Richard K. Kendell, Commissioner

MEMORANDUM

December 3, 2003

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Salt Lake Community College – "ITINERIS" New Century High School

Issue

Salt Lake Community College intends to enter into an agreement with the Jordan School District to establish a New Century High School (NCHS) on the SLCC Jordan Campus. Because the NCHS will be built on College-owned property, the proposed agreement was reviewed and approved by the SLCC Board of Trustees on November 12, 2003, and is presented as an information item to the State Board of Regents.

Background

The establishment of the ITINERIS (Latin for the word "route") Early College High School, under the New Century High School program, is an extension of an ongoing partnership between SLCC and the Jordan School District. In 2002, the Jordan District constructed a High-Tech high school building on the SLCC Jordan Campus. The new ITINERIS school will begin operations in Fall 2004 in the existing District building. By Fall 2005, the District will construct a separate new building adjacent to the current building.

The ITINERIS school will function as a math and science magnet, public charter school. It will actively recruit under-represented and under-achieving students, and will assist highly motivated students to earn an Associate of Science degree from Salt Lake Community College by the time they graduate from high school. Graduates who earn the Associate Degree will qualify for Utah's New Century Scholarship, which is a 75 percent tuition credit at any Utah college or university. The school expects to qualify for a planning grant of approximately \$541,000 from the Bill and Melinda Gates Foundation. The school may also qualify for a legislative capital grant of up to \$750,000. Ongoing operating support for the school will be generated according to funding for Utah charter schools.

By this agreement, SLCC is obligated to provide land for the proposed new building, and to collaborate with the Jordan School District in planning the academic program of the ITINERIS School. All financial obligations associated with the construction, operation and maintenance, and management of the School are the responsibility of the Jordan School District and the ITINERIS Board of Trustees.

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Page 2

There is a related financial concern associated with the creation of this new Early College High School. The concern is that the state's New Century Scholarship program is already underfunded in terms of ongoing resources. For the past two years, the program has needed supplemental funding to be able to make tuition awards to qualifying students. As ITINERIS and other new programs increase the likelihood that there will be a larger number of qualifying students, the funding of this scholarship program will be an increasingly important issue.

Recommendation

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

REK/MHS

Richard E. Kendell, Commissioner

Attachments

December 3, 2003

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: UCAMHE Report on Barriers to Minorities in Higher Education

Issue

One of the goals of the Regents' Master Plan 2000 is to "increase the number of racial and ethnic minority students enrolled in USHE institutions to reflect the proportion of minorities in the State's general population..." According to the 2000 U. S. Census, minorities now comprise 15 percent of Utah's population, and while the ethnic diversity of USHE institutions has increased in recent years, as pointed out in this report, minority enrollment does not yet reflect the diversity of the state's population. Chair Nolan E. Karras invited the Utah Coalition for the Advancement of Minorities in Higher Education (UCAMHE) to present a report to the Board of Regents outlining the perceived barriers to minorities in obtaining Higher Education opportunities in Utah. UCAMHE, with representation from both private and public institutions of Higher Education, has responded to this invitation and provided the following report which was prepared by Mr. Sam Curley, President of UCAMHE and Assistant Director of the START Center at Westminster College. The report will be presented by Ms. Kate Maxwell-Stephens, President-Elect of UCAMHE and an Instructional Advisor at Salt Lake Community College.

Commissioner's Recommendation

The Commissioner's Office will prepare an action plan. Following the presentation of the report and discussion, I am recommending that this issue be referred to the Academic Applied Technology and Student Success Committee for further consideration.


Richard E. Kendell, Commissioner

RK/db
Attachment

Minorities in Utah's Higher Education System
Prepared by Sam Curley, President
Utah Coalition for the Advancement of Minorities in Higher Education
November 2003

Introduction

The purpose of this report is to inform members of the Utah State Board of Regents about barriers to students of color in attaining enrollment and eventual graduation from institutions of higher education. While there is some mention of concerns within the Utah K-12 system, most of the report will concentrate on barriers particular to minority students attending a USHE institution. It should also be noted that non-minority students who are low income, first generation college students experience some of these barriers as well, but to a lesser degree.

The authors are various members or supporters of the Utah Coalition for the Advancement of Minorities in Higher Education (UCAMHE). A brief description of the organization and its history is enclosed with this report (attachment A). The intended audience is the USHE Board of Regents and others involved with and supportive of the Utah System of Higher Education.

In October of this year the Education Commission of the States released a study, "Closing the College Participation Gap," which concluded that the United States is losing ground in access and participation in higher education. While the "participation gap" for Utah appeared smaller than average in the study, there is concern that the participation rates of ethnic minorities and low-income Utahns is low. The report states that the chance for college for Utah's low-income students is 11.5%.

Historically ethnic minorities have been seriously under-represented in Utah's colleges and universities. Besides USHE not adequately serving a growing population, this lack of diversity impacts the quality of the educational experience for all students, staff and faculty, whether or not they are members of any ethnic group. An example of this disparity is the information compiled by the University of Utah Bureau of Economic and Business Research office for the 2002 USHE graduates which illustrates the disparity especially for the Utah Hispanic community (attachment B).

Barriers

A number of barriers exist for students of color in the K-12 system. However early outreach is critical if access to higher education is to be achieved. Good academic advising, mentoring, as well as bridge programs are necessary if minority students are to be prepared for higher education. Once in higher education, the subjects of financial aid, role models, academic advising, retention and graduation are critical. In addition, data collection is vital in order to properly assess the success or failure of programs that directly impact minority students.

This document will discuss a few but not all of these areas which create obstacles for minority students.

Public Education

UCAMHE members have collected in small degree information on the enrollment of ethnic minority and disadvantaged students in the Utah public school system to enhance the recruiting process. One of the major barriers in gathering enrollment data has been the lack of uniformity in the collection of data by school districts and individual schools.

There are many possibilities as to why students of color are not attending middle and senior high schools on the college tracks. There is some evidence that students of color are channeled into resource and ESL programs based solely on their surnames or minimal testing. However, research in these areas is rare, if available at all, and the ability to collect any data related to these topics in Utah is hampered because of the disparity in the data collection methods. There is also evidence that the schools and districts with the highest numbers of students of color have the least amount of funding available for conducting this type of research.

Programs such as Upward Bound or Talent Search which are federally funded and the state funded MESA program are positive examples where minority students can succeed and enter college if adequate resources are provided.

Currently the Utah public education system is reviewing their programs for preparing students for life after high school. This reform project, depending on funding, could either increase or decrease the number of minority students prepared for higher education.

Higher Education

Access

Access is always the first issue on everyone's mind," stated Assistant U.S. Secretary of Education for Postsecondary Education, Sally Stroup, in a speech during the first week of November. UCAMHE agrees with her statement in that access is currently the highest priority for most higher education institutions in Utah. However, coordination of access programs, procedures and information is lacking. Each USHE institution conducts their own separate recruitment/outreach programs instead of working together to help students make the right choice for postsecondary education. The federally funded Trio programs and MESA program are the closest to conducting any coordination in advising students regarding the best postsecondary program for an individual student. Campus multicultural directors have numerous examples of minority students being unaware and thus lacking the admission requirements when applying for college.

Retention

The key factor for retention is the academic preparation before entering college. Retention is currently not easily measurable due to the lack of a coordinated data system within the Utah higher education system. Identifying who is a "stop out" versus a "drop out" or transfer student requires uniform data. Each campus has attempted to address the retention or drop out issue but again not in coordination with other campuses and definitely not involving the campus multicultural directors. Only one campus, Utah Valley State College (UVSC), was able to provide UCAMHE with information regarding retention of

students. Unfortunately the past two UVSC retention surveys cannot provide true retention rates for minority students because of the low numbers of respondents. However, the UVSC multicultural office will soon be conducting a retention survey of minority students in connection with a dissertation project. Statements contained in the “First Year Retention at UVSC: A Follow-up Study, January 2001” does provide some insight about minority students. Page seven has the statement: “With a few exceptions, academic variables are often the strongest predictor of student success in college. Students with better academic preparation and higher grades are more likely to persist.” Ten pages later the report states: “Minority students were twice as likely to need remedial education in all three areas (21%), compared with non-minority students (10%).”

Campus Climate

How “comfortable” a student feels during their higher education experience is important for all students and this factor is especially true for ethnic college students. Various studies have concluded that students who see and interact with others on the campus that the student identifies with, because of cultural or ethnic similarity, increases the so-called “comfort level” which enhances retention. The 2003-04 USHE Data Book lists minority students as 7.9% of the total student enrollment for the 2002-03 year. Some campuses numbers are obviously lower when you consider the College of Eastern Utah’s minority student figures amount to 16% of CEU’s student population. Except for any interactions within a campus multicultural office, most minority students see few students who look like themselves while on a campus. The same disparity is probably true when faculty ethnic backgrounds are reviewed. Nationally the minority faculty percentages are about half of the minority student population percentages. Unfortunately the last “USHE Annual Report on Women and Minorities in Faculty and Administrative Positions” was for the 1999-2000 year.

Financial Aid

As previously submitted to the Board of Regents by Associate Commissioner C. Gail Norris, there has been a very significant reduction in the purchasing power of available need-based student financial aid. The gap between the financial need of students and the available funding has been calculated at \$5.8 million for the 2003 academic year and \$12.1 for the 2004 academic year. This gap increases each year mainly as a result of institutions increasing tuition at a double-digit rate in order to meet operational budgets. The Regents need to be aware that the majority of minority students are greatly impacted when tuition and fees are increased.

While the majority of need-based financial aid is funded with federal dollars, Utah does have the ability to contribute to its residents’ education. The Educationally Disadvantaged Fund, which originated in the 1970s, was instrumental in opening higher education doors to minority students. However, institutions are not reporting their expenditures as required by policy, yet still continue to receive funding each year. The small annual allocation (\$47,000) entitled “Minority Scholarships” has been used to fill-in some need gaps for a few students. The largest state need-based funding is UCOPE, which is a much needed state financial aid resource for students and greatly underfunded.

Commissioner Foxley has been the catalyst in a partnership with UCAMHE for awarding over twenty scholarships per year to minority students. Funding for the program is a result of contributions to the UCAMHE scholarship account and funds from the one-time Minority Scholarship allocation passed by the 1991 Utah Legislature.

The Board should be commended for UHEAA's efforts to offset the eroding of state and federal financial aid dollars by providing institutions with UHEAA scholarships/grants. These UHEAA funds have been helpful to the various campuses' financial aid offices in their efforts to match students' financial need.

The 2002 Utah Legislature increased the possibility for a number of minority students to pursue higher education by passing House Bill 144. However, the higher education community needs to find financial aid resources for these needy students as they do not meet eligibility requirements for federal assistance or for state-funded programs also based on eligibility under federal program criteria.

Additional research regarding the coordination of scholarships and grants from tribal entities would be appropriate in helping Native American and Alaskan Native students who often miss deadlines due to this lack of coordination.

Recommendations for Action

Due to the changing demographics among the minority populations in Utah, the Utah System of Higher Education needs to address and examine the concerns of access and participation of minorities and under-represented groups more fully.

Access

Higher education institutions should increase their partnerships with the K-12 education system, especially with the school districts which traditionally feed students to a particular higher education institution. Early college outreach programs, such as MESA, through the various high education institutions' community service programs should be expanded. College preparation programs such as UtahMentor or Mapping Your Future should be exposed and more widely promoted to minority students as early as the 7th grade. The various institutions should also attempt to coordinate their outreach efforts similar to the recruiting coordination conducted by the Utah Council.

Data Collection

Data collection maintenance at the various campuses should be emphasized in order to determine if minority freshmen eventually graduate with a degree or certificate. Students sometimes transfer from a community college to a four-year institution before earning an associate degree which gives the false impression that the community college has not fulfilled their mission. Campuses should conduct and maintain retention surveys so data can be accessed regarding minority students. The installation of the Banner System for USHE should enhance uniform data collection.

Campus multicultural centers should be responsible for retention programs for minority students but staff funding must meet the needs of the student population. Graduation and retention data is critical to determine the effectiveness of these campus programs.

Campus Climate

Institutions should be encouraged to recruit minority students, faculty and administrators as aggressively as possible. While the term "Affirmative Action" has a negative connotation within Utah, the U.S. Supreme Court has ruled that race can be used as one factor during the college admission process. However, waiving admission standards should not be a substitute for good

outreach and preparing young students early for higher education. In addition, the higher education system should annually report the status of minority faculty and administrators to the Board of Regents so an assessment can be made if progress is occurring. A diverse campus increases the quality experience for everyone regardless of ethnic background and greatly increases the positive experience for minority students.

Financial Aid

UCAMHE recommends that the Board of Regents pursue the increase of state need-based student financial aid programs, especially the Education Disadvantage Fund and Minority Scholarship funding in addition to UCOPE. The Regents should also direct the Commissioner's office to reinstitute the reporting of expenditures from the Education Disadvantage. The Board of Regents should also encourage Utah's congressional delegations to support increases in federal financial aid programs such as Pell Grants, TRIO, and other federal need-based programs. The congressional delegation should also be encouraged to endorse revisions to Section 422A of the Higher Education Act which provides that guaranty agencies promote access to college.

Other Considerations

There should be Regent or Commissioner representation at quarterly UCAMHE meetings, and at the State Office of Education's Coalition of Minorities Advisory Committee (CMAC) meetings. The Commissioner's office should also assign a full-time professional to assist campuses with the issues listed above. Institutional presidents should assure their campus populations that diversity will not only enhance a campus but Utah as well.

Attachment A

UCAMHE Mission Statement

The Utah Coalition for the Advancement of Minorities in Higher Education (UCAMHE) is an organization established to promote and advocate quality education for people of color and/or disadvantaged backgrounds in our state. In particular, the organization is a public/private collaboration established for the sole purpose of increasing the post-secondary educational participation and success of individuals within the under-represented Utah communities of color. UCAMHE intends to supplement and assist other community organizations, not supplant or replicate existing groups.

Brief History of UCAMHE

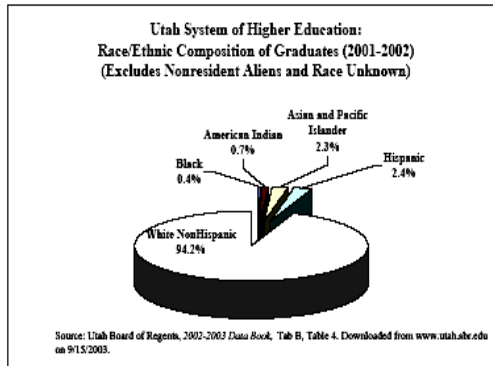
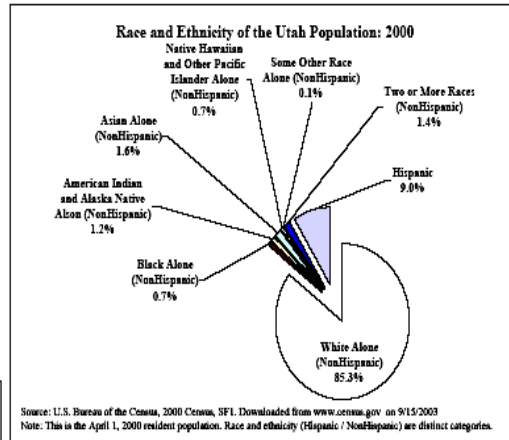
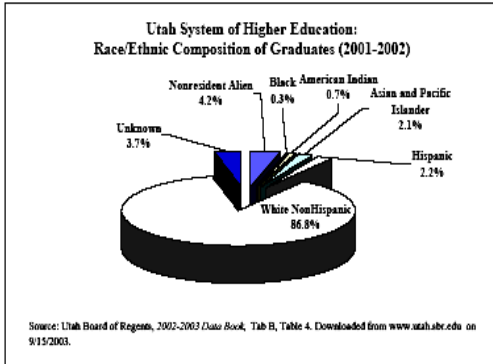
The Utah Coalition for the Advancement of Minorities in Higher Education (UCAMHE) was incorporated as a non-profit organization in 1990. Although this is the officially observed date, the organization actually began many years earlier. During the fall of 1984, an informal group of minority professionals from Utah State University, Weber State University and University of Utah met in Salt Lake City to discuss issues pertinent to people of color in higher education. Throughout the meeting it became evident that there was a need to meet and exchange ideas with more frequency given the depth of issues affecting minority students and minority professionals.

As the alliance gained momentum and visibility, overtures were made by other minority employees in the interest of expanding this group to include all other institutions of higher education in Utah. Over the years, all of the institutions of higher education have participated at some level in being a part of UCAMHE. Both faculty and staff professionals played a role in determining the direction and future of this group. By the late 1980s it became apparent that UCAMHE's impact as a vital and credible force within the higher education system depended upon developing a clear mission statement and formalizing the organization with 501 3-C non-profit status. With a clear mission statement and objectives to meet, the members of UCAMHE strive to be advocates for all people of color and raise community awareness of key diversity issues confronting all of us in Utah.

Over the years, UCAMHE has become more visible to the Governor's Office, Commissioner of Higher Education Office, and communities throughout Utah and on college campuses. Although our voices are heard and opinions sought, there is still much work to be done to insure equity in educational access and opportunity. The original focus of UCAMHE remains the same as we continue to commit ourselves to making a difference in the lives of ethnic minority students, staff, faculty and administrators of Utah's institutions of higher education.

Attachment B

Race and Ethnic Composition of the Utah Population and the Graduates of the Utah System of Higher Education

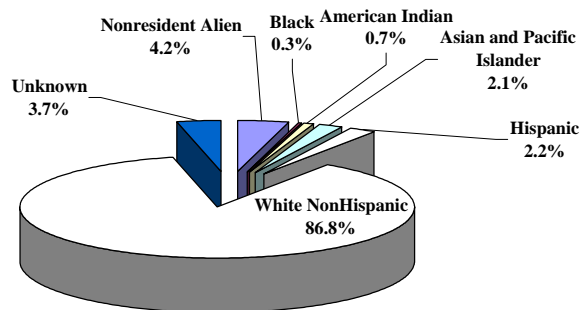


Because of different race and ethnicity categories, it is not possible to make a direct comparison of the race and ethnic distributions of the Utah population and the graduates of the Utah System of Higher Education. In the Board of Regents data, nearly 8% of graduates were "nonresident aliens" or "race unknown." Given the relatively small minority population of the state, these are significant exclusions. Even given these data difficulties, one result is particularly striking - the underrepresentation of Hispanics (Utah's largest minority) among the graduates of the Utah System of Higher Education.

Data compiled by the Bureau of Economic and Business Research, University of Utah.

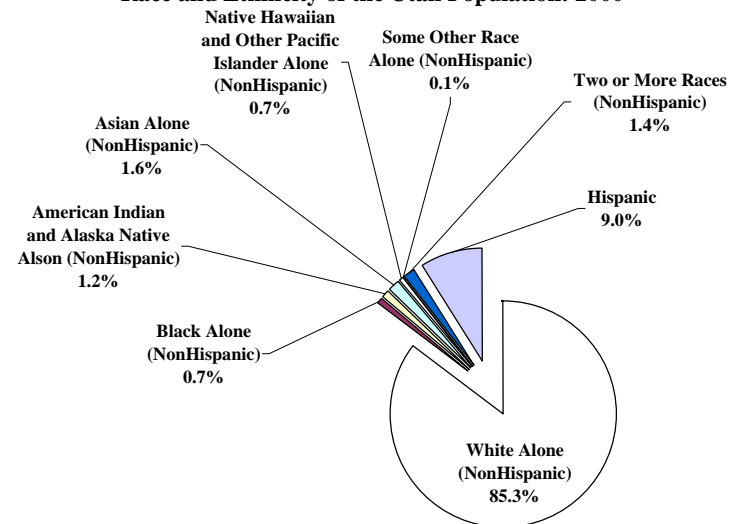
Race and Ethnic Composition of the Utah Population and the Graduates of the Utah System of Higher Education

**Utah System of Higher Education:
Race/Ethnic Composition of Graduates (2001-2002)**



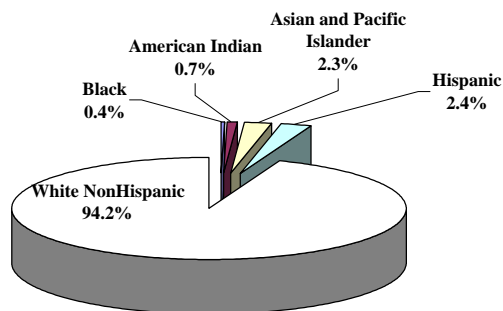
Source: Utah Board of Regents, 2002-2003 Data Book, Tab B, Table 4. Downloaded from www.utah.sbr.edu on 9/15/2003.

Race and Ethnicity of the Utah Population: 2000



Source: U.S. Bureau of the Census, 2000 Census, SF1. Downloaded from www.census.gov on 9/15/2003
Note: This is the April 1, 2000 resident population. Race and ethnicity (Hispanic / NonHispanic) are distinct categories.

**Utah System of Higher Education:
Race/Ethnic Composition of Graduates (2001-2002)
(Excludes Nonresident Aliens and Race Unknown)**



Source: Utah Board of Regents, 2002-2003 Data Book, Tab B, Table 4. Downloaded from www.utah.sbr.edu on 9/15/2003.

Because of different race and ethnicity categories, it is not possible to make a direct comparison of the race and ethnic distributions of the Utah population and the graduates of the Utah System of Higher Education. In the Board of Regents data, nearly 8% of graduates were "nonresident aliens" or "race unknown." Given the relatively small minority population of the state, these are significant exclusions. Even given these data difficulties, one result is particularly striking - the underrepresentation of Hispanics (Utah's largest minority) among the graduates of the Utah System of Higher Education.

December 3, 2003

TO: State Board of Regents
FROM: Richard E. Kendell
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 – Minutes of the Regular Board of Regents Meeting held October 31, 2003, at Utah Valley State College in Orem, Utah.
2. Grant Proposals - Approval to submit the following proposals:
 - A. University of Utah – National Science Foundation; “Utah School of Stem Education;” \$17,135,026. Philip J. Smith, Principal Investigator.
 - B. University of Utah – Public Health Service, Center for Disease Control; “Occupational Safety and health Education and Research Training Grant;” \$5,579,944. Royce Moser, Jr., Principal Investigator.
 - C. University of Utah – Public Health Service; “Markov Chain Monte Carlo Methods for Linkage Analysis;” \$2,626,676. Alun William Thomas, Principal Investigator.
 - D. University of Utah – Public Health Service; “Novel Treatments and Etiologies of Conotruncal Defects;” \$15,664,818. Robert E. Shaddy, Principal Investigator.
 - E. University of Utah – Public Health Service; “Genetics of Autism Intermediate Phenotypes;” \$2,042,584. Hilary H. Coon, Principal Investigator.
 - F. University of Utah – Public Health Service; “A Longitudinal Multimodal Neuroimaging Study of Autism;” \$3,034,920. Janet E. Lainhart, Principal Investigator.
 - G. University of Utah – Public Health Service, National Cancer Institute; “An Integrated Approach to Oncologic Imaging;” \$3,725,835. Dennis L. Parker, Principal Investigator.
 - H. University of Utah – Public Health Service; “Dual Process Intervention for Recently Bereaved Spouses;” \$2,916,035. Michael S. Caserta, Principal Investigator.
 - I. University of Utah – National Science Foundation; “NSF 02-186. PBI: Solanum: A Worldwide Treatment;” \$4,360,008. Lynn A. Bohs, Principal Investigator.
 - J. University of Utah – Public Health Service/Prime Flow through the University of Illinois/Chicago; “Chemotaxis Glue Grant Consortium;” \$4,761,521. John S. Parkinson, Principal Investigator.

- K. University of Utah – National Science Foundation; “NSF03-2. Research Training in Mathematical and Computational Biology;” \$2,579,183. James P. Keener, Principal Investigator.
- L. University of Utah – Public Health Service; “Utah Program on Aging and Cancer (UPAC);” \$3,609,836. Ken R. Smith, Principal Investigator.
- M. University of Utah – US Environmental Protection Agency; “Southwest Center for Environmental Research and Policy;” \$2,500,000. George F. Hepner, Principal Investigator.
- N. University of Utah – Public Health Service, National Center Research Resources; “The Gauss House: A Campus-wide Core Facility for High Field NMR;” \$3,783,855. Ronald J. Pugmire, Principal Investigator.
- O. University of Utah – Department of Education/Office of Science; “Multi-State Simulation of Nanostructures in Soft Matter;” \$4,627,759. Gregory A. Voth, Principal Investigator.
- P. University of Utah – Department of Defense/DARPA; “Thermoacoustic Direct Thermal to Electric Conversion;” \$3,815,451. Orest G. Symko, Principal Investigator.
- Q. University of Utah – HHS/National Institutes of Health; “Localization of Left Ventricular Dysfunction Using Hyperelastic Warping;” \$3,238,465. Jeffrey A. Weiss, Principal Investigator.
- R. University of Utah – National Science Foundation; “Collaborative Research: A Unified Experimental Environment for Diverse Network Technologies;” \$6,685,027. Frank J. Lepreau, Principal Investigator.
- S. University of Utah – HHS/National Institutes of Health; “Cancer Center Support Grant;” \$19,962,535. Stephen M. Prescott, Principal Investigator.
- T. University of Utah – HHS/National Institutes of Health; “Persistent Pain: Peripheral and CNS Mechanisms;” \$2,027,321. Alan R. Light, Principal Investigator.
- V. University of Utah – HHS/National Institutes of Health; “Nicotine Prevention for Native American Children;” \$4,617,885. Edward B. Clark, Principal Investigator.
- W. University of Utah – HHS/National Institutes of Health; “Genetic Basis of Morphological Changes Associated with Domestication;” \$2,135,070. Karl G. Lark, Principal Investigator.
- X. University of Utah – Public Health Service/NIBIB/Biomed Imag; “Biomechanics of the Semicircular Canals;” \$2,470,477. Richard D. Rabbitt, Principal Investigator.

- Y. University of Utah – Public Health Service; “Quantitative Diffusion Tensor Imaging in Autism;” \$2,170,955. Ross T. Whitaker, Principal Investigator.
- Z. University of Utah – Public Health Service; “Increasing Muscle Function in Cardio-Pulmonary Patients;” \$3,277,802. Paul C. Lastayo, Principal Investigator.
- AA. University of Utah – Department of Defense/U.S. Air Force; “Intuitive Audio-Visual Representation of Network Events to Improved Decision Making;” \$2,241,532. Stefano Foresti, Principal Investigator.
- BB. University of Utah – National Science Foundation; “A Peripheral Nerve, Intrafascicular Multielectrode Array;” \$3,456,214. Richard A. Normann, Principal Investigator.
- CC. University of Utah – National Science Foundation; “Carbon Dioxide Reduction Evaluation (Core) Center;” \$6,962,030. Taria Rai Peterson, Principal Investigator.
- DD. University of Utah – Public Health Service; “Behavioral Preparation for Treating Fibromyalgia;” \$3,115,477. Akiko Okifuji, Principal Investigator.
- EE. University of Utah – Public Health Service; “Eosinophils, Asthma, and Topical Anesthetics;” \$2,114,847. Gerald J. Gleich, Principal Investigator.
- FF. University of Utah – Public Health Service; “Optimal Volume Status of Dialysis Patients;” \$2,387,702. Goldfarb-Rumyantzev, Principal Investigator.
- GG. University of Utah – Public Health Service; “Cutaneous Measures of Diabetic Neuropathy;” \$2,007,869. A. Gordon Smith, Principal Investigator.
- HH. University of Utah – Public Health Service/National Institute of Child Health;” \$2,185,156. Steven L. Bealer, Principal Investigator.
- II. University of Utah – Public Health Service; “The Utah Study of Exceptional Familial Survival;” \$3,183,625. Richard A. Kerber, Principal Investigator.
- JJ. University of Utah – Huntsman Foundation; “Huntsman Cancer Institute FY 2003-2004;” \$20,000,000. Stephen M. Prescott, Principal Investigator.
- KK. University of Utah – Public Health Service; “The Feasibility of an Intraneural Auditory Prosthesis Stimulating Electrode Array;” \$3,748,673. Richard A. Normann, Principal Investigator.
- LL. University of Utah – Public Health Service/NIBIB/Biomed Imag/Enginer; “Data Display to Detect-Diagnose-Treat Critical Events;” \$4,287,334. Dwayne R. Westenskow, Principal Investigator.

- MM. University of Utah – Public Health Service/National Eye Institute; “University of Utah, Core Vision Research Grant;” \$2,038,575. Eric M. Lasater, Principal Investigator.
- NN. University of Utah – Department of Justice/Juvenile Justice & Delinquency Prevention; “Girls Study Group;” \$2,086,055. Karol L. Kumpfer, Principal Investigator.
- OO. University of Utah – Public Health Service; “CABA Agonists Improve Brain Function in Old Monkeys;” \$3,246,073. Audie G. Leventhal, Principal Investigator.
- PP. University of Utah – Public Health Service; “Pathological and Genetic Investigations in Childhood ALCL;” \$2,751,022. Megan S. Lim, Principal Investigator.
- QQ. University of Utah – Public Health Service/National Institutes of Health; “Pediatric Critical Care Scientist Development Program (PCCSDP);” \$3,551,105. J. Michael Dean, Principal Investigator.
- RR. University of Utah – Public Health Service/National Cancer Institute; “An Integrated Approach to Oncologic Imaging;” \$3,652,466. Dennis L. Parker, Principal Investigator.
- SS. University of Utah – US Department of Energy/Golden Colorado Support Office; “Functionally Designed Cellular Composites for Nanocrystalline Metal Hydrides and Overall Kinetic Modeling of Hydrogen Storage Process;” \$2,296,563. Z. Zak Fang, Principal Investigator.
- TT. University of Utah – Public Health Service/National Institute of Nursing Research; “Education and Support for Older Adult Cancer Survivors;” \$2,04,983. Susan L. Beck, Principal Investigator.
- UU. University of Utah – US Department of Defense/Army/Army Reserve Office (ARO); “A Novel Multi-Scale Approach for Hybrid Bio-Mechanical Systems;” \$3,924,375. Gregory A. Voth, Principal Investigator.
- VV. University of Utah – National Science Foundation; “Research Training Group in Mathematical and Computational Biology;” \$2,383,165. James P. Keener, Principal Investigator.
- WW. University of Utah – National Institutes of Health; “Genetic Diversity, Functional Genomics and Gene Networks;” \$3,273,583. Jean-Marc Lalouel, Principal Investigator.
- XX. Utah State University – U.S. Air Force Research Laboratory at Hanscom Air Force Base; “Response to FY02 AFRL/VS BAA Area (6) Tactical Environment Support Category (6)a Atmospheric Categorization;” \$2,297,544. Ron Huppi, Principal Investigator.

- YY. Utah State University – National Institutes of Health; “Mechanistic Studies on Fe(II)-Dependent Methionyl Aminopeptidases;” \$1,416,032. Richard C. Holz, Principal Investigator.
 - ZZ. Utah State University – Northrop Grumman Electronic Systems; “Internal Calibration Unit (ICU);” \$7,847,509. Joe Tansock, Principal Investigator.
 - AAA. Utah State University – US Department of Defense/Missile Defense Agency; “RAMOS Task Order 12;” \$4,887,366. Thomas Humpherys, Principal Investigator.
 - BBB. Utah State University – Northrop Grumman; “Space-Based Space Surveillance;” \$18,156,216. Robert E. Anderson, Principal Investigator.
 - CCC. Utah State University – Northrop Grumman; “Space-Based Space Surveillance;” \$6,518,667. Robert E. Anderson, Principal Investigator.
- C. Grants Awarded
- A. University of Utah – Lawrence Livermore National Laboratory; “Center for Simulation of Accidental Fires and Explosions (C-SAFE);” \$3,000,126. David W. Pershing, Principal Investigator.
 - B. University of Utah – US Environmental Protection Agency; “Southwest Center for Environmental Research and Policy;” \$2,335,400. George F. Hepner, Principal Investigator.
 - C. University of Utah – Huntsman Foundation; “Huntsman Cancer Institute FY 2003-2004;” \$10,000,000. Stephen M. Prescott, Principal Investigator.
 - D. University of Utah – National Heart Lung & Blood Institute; “Genetics and Consequence of Nicotine Addiction. CFDA 93.838;” \$2,066,353. John R. Hoidal, Principal Investigator.
 - E. University of Utah – National Science Foundation; “Development of a Web-Based Grid Computing Environment for Research and Education in Computational Science and Engineering;” \$3,200,000. Thanh N. Truong, Principal Investigator.
 - F. University of Utah – National Cancer Institute; “Molecular and Clinical Approaches to Colon Cancer Precursors;” \$2,444,860. Randall W. Burt, Principal Investigator.
 - G. Utah State University – NASA Langley Research Center; “Geostationary Imaging Fourier Transform Spectrometer (GIFTS);” \$3,958,815. Gail Bingham, Principal Investigator.
- D. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held January 16, 2004 at the Davis Applied Technology Center in Kaysville, Utah to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Richard E. Kendell, Commissioner

RK:jc
Attachments

**MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
UTAH VALLEY STATE COLLEGE
October 2003**

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MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
UTAH VALLEY STATE COLLEGE, OREM, UTAH
October 31, 2003

Regents Present

Nolan E. Karras, Chair
E. George Mantes, Vice Chair
Linnea S. Barney
Daryl C. Barrett
Bonnie Jean Beesley
Kim R. Burningham
William Edwards
David J. Grant
L. Brent Hoggan
James S. Jardine
Charles E. Johnson
David J. Jordan
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow

Regents Excused

Michael R. Jensen
Maria Sweeten

Office of the Commissioner

Cecelia H. Foxley, Commissioner
Richard E. Kendell, Commissioner-designee
David Buhler, Associate Commissioner for Public Affairs
Don A. Carpenter, Executive Assistant
Joyce Cottrell, Executive Secretary
Kimberly Henrie, Budget Analyst
Brad Mortensen, Assistant Commissioner for Finance and Facilities
Chalmers Gail Norris, Associate Commissioner for Student Financial Aid
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Deanna D. Winn, Associate Commissioner for Academic Affairs
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
Nancy Lyon, Assistant Vice President for Governmental Affairs
Laura Snow, Special Assistant to the President and Secretary of the University

Utah State University

Kermit L. Hall, President
Stan L. Albrecht, Executive Vice President and Provost
Juan N. Franco, Vice President for Student Services
Fred R. Hunsaker, Vice President for Administrative Services
Richard W. Jacobs, Budget Director
Clinton G. Moffitt, Controller
Sydney Peterson, Assistant Provost
Kevin C. Womack, Associate Vice President for Administrative Services

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
Abe Harraf, Provost

Snow College

Michael T. Benson, President

Dixie State College

Robert C. Huddleston, President
Phil Alletto, Vice President for Student Services
Stanley J. Plewe, Vice President of College Services
Jake Denning, Student Body President

College of Eastern Utah

Ryan L. Thomas, President

Utah Valley State College

William A. Sederburg, President
Brad Cook, Vice President of Administrative Affairs
Cameron Martin, Assistant to the President
Val Peterson, Vice President of Administration and External Affairs
Swen Swenson, Student Body President

Salt Lake Community College

Judd D. Morgan, Interim President
Donald L. Porter, Vice President of Business Services
Trent Kemp, Student Body President

Utah College of Applied Technology

Gregory G. Fitch, President
Linda Fife, Vice President for Academic and Student Services

Representatives of the Press

Christi Babbitt, *Provo Daily Herald*
Adam Benson, *Daily Utah Chronicle*
Shinika A. Sykes, *Salt Lake Tribune*
Stephen Speckman, *Deseret Morning News*

Others

Race Davies, Governor's Office of Planning and Budget
Carl Empey, Zions Bank Public Finance
Boyd Garriott, Office of the Legislative Fiscal Analyst
Debbie Headden, Office of the Legislative Fiscal Analyst
Kent Michie, Zions Bank Public Finance

Chair Nolan Karras called the meeting of the Committee of the Whole to order at 9:30 a.m. He welcomed everyone and thanked President Sederburg for his warm hospitality and for the installation activities the previous day. Chair Karras said the Regents had met for breakfast with the UVSC Board of Trustees, who are very pleased with President Sederburg and the good work he is doing. He excused Regents Jensen and Sweeten.

Major National Issues in Higher Education – Presentation by
American Council on Education Vice President Terry Hartle

Commissioner Foxley noted that President Hall serves on the American Council on Education (ACE) Board of Directors in his role as the President of a land-grant university. He has been very much involved with what is going on nationally with the Higher Education Reauthorization Act. At his suggestion, the Regents invited ACE President David Ward and Vice President Terry Hartle to speak at this meeting (see Tab A). President Ward needed to stay in Washington because things are happening quickly on the Higher Education Reauthorization Act, but Vice President Hartle was able to be here. Commissioner Foxley asked President Hall to introduce Dr. Hartle.

President Hall said it was his pleasure to introduce Dr. Hartle because he was from Cleveland, Ohio, near where President Hall grew up. Dr. Hartle is Senior Vice President and Director of Government and Public Affairs at the American Council on Education. As such, he is one of the most influential individuals in our nation's capitol. He has been at ACE for ten years.

Dr. Hartle noted that the 2004 campaign was just a year away and already it is proving to be a very close contest. The hottest issues on the Washington agenda are: (1) Iraq and foreign policy. Dr. Hartle noted that one-third of the country of Afghanistan is ungovernable and unable to administer relief aid. (2) Another important national issue is the economy, which is showing the strongest growth in the gross national product in 19 years. However, three million jobs have disappeared since President Bush took office. Those jobs will be an issue in the next election. (3) The third issue is prescription drugs. The costs and complexity of creating a Medicare program are estimated to be more than \$40 billion over the next ten years. This is the subject of

intense study and discussion in Washington. (4) The federal government budget deficit is \$500 billion for this fiscal year alone, which began October 1, 2003. It is the largest deficit in the history of our country. Three years ago there was a surplus of \$240 billion. There is no money for new initiatives, and the budget determines the policy choices that will be considered. Rather than thinking of policies to improve the nation, Congress is forced to consider what the country can afford.

The Higher Education Reauthorization Act (HERA) is considered every four or five years. It is absolutely critical to American education. Federal student aid support is crucial, as well as the tax benefits associated with saving for a college education and the investment in research and development on college and university campuses. This totals over \$100 billion a year.

Dr. Hartle said the Department of Education had begun preparing the HERA for the House and Senate a year ago. ACE's task is coordinating the efforts in Washington, and they submitted recommendations to Congress early this year. The administration, House and Senate are all key players in a reauthorization. This particular administration is focused on No Child Left Behind., is taking 98 percent of the attention of the leadership of the Department of Education. Two Senate hearings are involved – one on the cost of higher education and another on "ideological diversity" on campus.

The HERA involves three issues: access (socio-economic factors), accountability (perceived lack of information to make an informed decision, and lack of an open and transparent process to ensure parents of the quality of our institutions), and affordability (higher education costs too much, low-income students are being priced out of college, and middle- to upper-class families have to struggle to pay the cost of an education). The public also perceives that colleges are inefficient and poorly run.

The House intends to present six bills to implement the Higher Education Reauthorization Act. Three bills have been prepared through the House; they were bipartisan and non-confrontational. The other three will not be as easy and are neither bipartisan nor non-confrontational. One of the bills is affordability which will attempt to control prices. Another concerns Title IV student aid. Under the accountability bill, the federal government would calculate a price index (CPI) and schools would have to report if their costs exceed the CPI. After two years of non-compliance, the institution would be watched and would be audited by the Inspector General, and the accrediting agency would be notified. After another year, federal student aid would be eliminated. Dr. Hartle said Utah's tuition rates were low enough that our institutions would probably be exempted from the bill. This bill generally applies to schools which do not set their own tuition. Dr. Hartle pointed out that the tuition-setting body must complete the reports. The big concern is that the federal government will take a larger role in dictating policy. There are also provisions in the affordability bill regarding transfer of credit. The bill lays out standards and requires much more reporting to the federal government.

The second issue is ideological diversity. The House has approved an advisory board on international education, which is viewed as a censorship committee. House members are working hard to ensure that this is not the case. They want to ensure that there is not a bias against international students, particularly students from Israel.

The third change is that Senate Democrats considered trying to reduce legacy preferences and early admission to higher education because they work against minority and low-income students. They still want to regulate colleges and universities. There has also been discussion of giving students new rights on campuses, including the right to sue colleges if information is listed which violates the Privacy Act.

Dr. Hartle said the HERA is not simply about student aid, but about the relationship between the federal government and colleges and universities. The federal government does not supply direct support; they provide student aid, which is not a partisan issue.

Chair Karras thanked Dr. Hartle for his remarks. Commissioner Foxley asked Dr. Hartle if he thought there was a better chance for some of these issues to stay in the Act than others. Dr. Hartle said accountability is likely to remain. Institutions would probably end up reporting more information to the federal government about affordability than they do now. The ACE does not want sanctions or penalties imposed. Also, transfer of credit is not well understood. Driving this are nationally accredited schools (trade schools) that have seen their students refused credit transfer because they come from a nationally accredited school rather than a regionally accredited school. Nationally accredited schools see this as a prejudice issue and are pursuing this issue. Regarding ideological diversity, Dr. Hartle said he was not sure how the federal government would regulate it but it could be quite worrisome. We want to avoid a censorship committee. There is no need to regulate early admission and legacy issues. Only about eight percent of college students apply for early admission, so this issue does not affect many people.

Regent Maher asked what the CPI was last year, compared with the tuition increase. Dr. Hartle said the CPI was 2.5 percent, and a tuition increase of 5 percent or more would have exceeded the CPI. The proposal would divide all institutions of higher education into three categories – less than two-year schools, two-year schools, and four-year schools, as well as private, non-profit, and public schools. Right now that would eliminate the 25 percent of schools with the lowest tuition rates, which includes Utah. An “allowance” would take care of another 47 percent of the schools. This data will be run again when the 2003-2004 numbers can be factored in.

Regent Jardine pointed out that, historically, research universities are one of America's great assets. It seems that this presupposition is changing because Congress is dissatisfied. Dr. Hartle said Congress will acknowledge that this country has the best higher education system in the world. However, they think the federal government can improve the way the colleges operate. Regent Jardine noted that institutional presidents have a lot of sway with elected officials in Washington. Dr. Hartle said the ACE is encouraging individual campus presidents to make calls to their Congressional delegation about what is going on in their particular state. Utah does not have representation on the committee which will consider the affordability bill. The sponsoring Congressman (McKeon, California) has an enormous legislative district which does not contain any four-year colleges.

Regent Barrett asked what would be the approach to make institutions better and stronger, rather than just implementing “damage control.” Dr. Hartle said access was a key issue. Institutions should take steps to educate low-income and first-generation college students. The maximum Pell grant has only increased by \$50

in the last three years. Loan limitations have not increased since 1992. We need to encourage the federal government to ensure access to help low-income families afford higher education.

Chair Karras asked Dr. Hartle what the Regents and Presidents should do. Dr. Hartle said they should address some of these major questions with those who examine the issues. Send letters to the chair of the committee and to Congressman McKeon to express your concerns. Chair Karras asked Associate Commissioner Buhler to work on this assignment.

Chair Karras thanked Dr. Hartle for his remarks and for coming to Utah to share his perspective with the Regents and Presidents. Dr. Hartle said because it was so difficult to convey the particular impact of issues going on in Washington, it is enormously helpful to meet in the states to discuss the issues affecting higher education. Commissioner Foxley also thanked Dr. Hartle and said he had made the issues easier to understand. She said the Regents and Presidents would become more involved in writing to members of Congress and would coordinate their efforts with the American Council on Education.

Welcome to Commissioner Kendell

Chair Karras welcomed Dr. Richard Kendell to his first official Board meeting. The Regents are grateful that he accepted the position of Commissioner and are looking forward to working with him. Chair Karras said Dr. Kendell would assume the role of Commissioner on November 17.

Proposed 2004-2005 Budget Request

Commissioner Foxley called attention to Replacement Tab B in the Regents' folders and reminded them of the statutory language requiring the Board of Regents to submit a budget recommendation to the Governor and Legislature. That recommendation should reflect the need for higher education funding in this state, equitable distribution of funding among institutions, and consideration of the state's financial ability to pay for such services. There is a backlog of need. The economy is beginning to recover, but it is not recovering as quickly as we had hoped. In discussions with Presidents after the last Board meeting, it was decided that the best budget approach would be to focus on the highest priorities agreed to by all institutions.

Attachment 2 to Tab B showed the following budget priorities: (1) compensation, including a 2.5 percent salary increase, (2) new student support, and (3) facilities support. Ongoing needs were also shown, with a summary of the budget request on the second page. In the compensation area, after no salary increases for three years, a 2.5 percent increase looks very small. Also included are increases of 12 percent for health and dental benefits. The total compensation package would be \$17.5 million in tax funds. Compensation is the top priority on all of the campuses.

The request for new student support is for only one-fourth of the unfunded enrollment growth. This year we are still unfunded by \$10.9 million. We need O&M for new facilities, and fuel and power increases which would total \$13.8 million. The total for our priorities would be over \$42 million. Other ongoing needs are also high priority items for the System and for our institutions. For example, when tuition is increased, financial aid becomes a key issue. Also, standard mandated costs must be covered, even if we do not receive any money.

Commissioner Foxley explained that the supplemental requests would be to take care of the current year shortfall in fuel and power and New Century scholarships. Commissioner Foxley asked Assistant Commissioner Brad Mortensen to explain the difference between the ongoing and supplemental fuel and power requests.

Assistant Commissioner Mortensen said the supplemental request would allow the institutions to pay their bills this year without taking money from other needed areas. Regent Jardine said it is helpful to trace budgets and to see how we are over- or under-funded from year to year. This lets the Legislature know where they have underfunded higher education. He asked if this included gasoline to run institutional automobiles. Mr. Mortensen said gasoline costs were not included in the request. Regent Jardine remarked that there are industry analysts to show how to manage fuel and power costs. Assistant Commissioner Mortensen responded that the University of Utah received an award a couple of years ago for the way they had managed their energy efficiencies. Also, facilities administrators meet regularly to share ideas.

Dr. Randall Chase, President of the Utah Council of Faculty Senate Leaders, said the faculty agree unanimously and approved a resolution in support of these budget priorities. Dr. Chase said they appreciate the fact that compensation is the top budget priority. Commissioner Foxley noted that Dr. Chase was the former president of the SLCC Faculty Senate.

Regent Pitcher had questions on the budget. Commissioner Foxley said it is possible that some money may be appropriated for compensation, perhaps less than the amount we are requesting. Tuition must cover a proportionate share of compensation increases. Regent Pitcher asked if the low figures for health and dental reflected System conservation measures of employee cost sharing. Commissioner Foxley said that was the case. Associate Commissioner Spencer said the reason the health insurance increase is 12 percent is that the institutions are increasing the employee portion of the premium cost.

Chair Karras said \$200 million of additional revenue would be needed for the state to break even. Mandatory statewide needs include replacing one-time monies, taking care of enrollment growth in public education, Medicaid costs, etc. The Regents' budget request is in addition to those needs. Only \$70 million was anticipated in new money, which is not very encouraging.

Regent Johnson said it appeared the Regents were abandoning the previous approach of a funding formula. He asked Regent Burningham what increase the SBE would request in their WPU formula. Regent Burningham said the State Board of Education was requesting a 3 percent increase, including health and dental benefits. Regent Johnson pointed out that unfunded growth is cumulative. The Legislature will see that we have accepted the students, so they may conclude that there is no downside of not funding higher education's growth.

Commissioner Foxley replied that the Presidents had agreed to continue to talk about the formula, but formulas only work when there is money, and the formula does not include compensation as a focus. Chair Karras agreed that we need to stay with the funding formula, but we also need to indicate our preferences. Commissioner Foxley said she would have her staff put the budget request into formula format. The Presidents

wanted to focus on priorities in straight-forward dialogue. Much of this gets lost in the formula presentation. The Presidents felt this was the best format for this year when there is likely to be very little money.

President Hall said the message from the Presidents on the question of compensation has to be indisputable, clearly forceful and dramatic. If included in a formula, it requires a separate paragraph. Classified employees' salaries are one-third below market salaries. This message is critical. Regent Pitcher said adding health and dental increases could increase compensation by 3½ to 4 percent. Regent Snow pointed out the urgency to get moving on a program or policy for health care for all of the USHE institutions.

Regent Jardine moved that the USHE budget priorities be approved and that Chair Karras and Regent Johnson be given the responsibility of capturing the message but maintaining a funding formula. Chair Karras asked that Regent Pitcher be included, as chair of the Finance, Facilities and Accountability Committee. Regent Jardine agreed with this amendment to his motion, which was seconded by Regent Beesley.

Regent Johnson recommended that the higher education recommendation for compensation be equal to public education's request. Regent Burningham said he would check to make sure health and dental insurance costs were included in the requested 3 percent increase. Regent Jardine remarked that public education had done better at receiving funding than higher education through the years. He clarified that his motion did not include flexibility to change numbers.

President Huddleston said when a funding formula was discussed with the Council of Presidents, it was agreed that a formula had not worked well for higher education. The Presidents had no problem with the formula and had agreed on these three top priorities. Regent Beesley said it would be helpful in the long run to include the message of what the institutions really need to continue to educate our students at the current high quality level, but that we are only receiving a smaller appropriation because of the political realities.

President Millner urged separation of salaries and benefits. Salary increases will be dependent on revenues and state resources. However, insurance premiums will increase, independent of state revenues. Chair Karras agreed that we need to do a better job of letting the general public and the Legislature know the consequences of not funding higher education. Regent Beesley recommended that the funding formula show the cost of being fully funded and the consequences of not being fully funded.

Vote was taken on the motion to approve the budget priorities and to have Chair Karras, Regent Johnson and Regent Pitcher develop the budget request in formula format. The motion carried.

Proposed 2004-2005 Tuition Increases

Chair Karras pointed out that the budget included a four percent tuition increase, with one-half percent designated for student financial aid. Second-tier tuition increases will be discussed at another meeting, possibly in January. Commissioner Foxley referred to the second page of her cover memo to Replacement Tab C. She

pointed out that one-half percent of the first-tier increase would stay at the institution which raised the tuition for need-based financial aid. The Commissioner asked the students who were present to speak to this issue, beginning with Regent Edwards.

Regent Edwards commented that tuition costs in Utah are very low when compared with national figures. This is true mostly of the research and four-year institutions. Tuition at Utah's community colleges and state colleges is not really that low. He asked for a lower first-tier tuition with more flexibility given to the Presidents for second-tier tuition increases. The students realize that resources are scarce, but they are alarmed by the trend in tuition increases and would favor no increase in tuition. Commissioner Foxley said if tuition were not increased, we would not have the money to fund the compensation increase. Regent Edwards said to fund a one percent salary increase would demand a three percent increase in student tuition if no state funds were available. He said the students cannot continue to fund so much of the cost of their education. Commissioner Foxley thanked Regent Edwards for his remarks.

Swen Swenson, outgoing president of the Utah Council of Student Body Presidents, said students are not against salary increases for the faculty. He thanked Commissioners Foxley and Kendell for visiting with the student leaders about tuition the previous evening. He read a brief statement pointing out the need for student employment to pay for their education. Students also incur loans and credit card debt which take years to pay. Mr. Swenson suggested a weekly meeting to discuss student-centered issues.

Regent Grant moved that the tuition be increased equal to the base increase the USHE receives from the Legislature. Regent Atkin seconded the motion. Commissioner Foxley said the Regents were required to put forth a tuition recommendation to the Governor and the Legislature. The Legislature will look at tuition revenue as they work out the budget.

Regent Maher asked Commissioner Foxley what would be the worst-case scenario if salary increases were not funded. Commissioner Foxley said the Governor's Office and the Legislature view tuition revenue as part of the budgeting process. She asked Fiscal Analyst Boyd Garriott to comment. Mr. Garriott said the Legislature understands the complexity of the situation. In the Budgetary Procedures Act, the Utah System of Higher Education must present a plan for financing their budget request, including any increases in tuition. The Legislature needs to know how much money is available as funds are appropriated. They have looked at second-tier tuition and expressed concern about receiving this information so late in the budget process. Mr. Garriott pointed out that at the present time the Regents are allowed to set tuition. If this does not happen, the Legislature may choose to set tuition. **Regent Grant withdrew his motion, and Regent Atkin withdrew his second. Regent Grant moved a zero percent tuition increase. The motion was seconded but failed to carry.**

President Fitch said he was testifying at the Capitol when tuition was discussed in a Council of Presidents meeting, but he appreciated the idea of setting a lower first-tier tuition and increasing the second tier. If the students are willing to pay higher second-tier tuition, the Presidents could commit part of that money to salaries. He said he would be willing to take that recommendation back to the UCAT Board.

Regent Jordan asked what would be the impact on the budget by lowering the first-tier tuition. Assistant Commissioner Mortensen said a 3½ percent increase in tuition would be needed to cover the institutions' share of the compensation package. If tuition is lower than 3½ percent, compensation would be lowered. **Regent Atkin moved that first-tier tuition be increased by 4 percent. The motion was seconded by Regent Pitcher and carried with three opposing votes.**

Regent Burningham said the SBE recommendation would be approximately 3 percent for salaries (4.3 percent total compensation, less retirement). He noted that health benefits vary between school districts. **In order to be comparable with the SBE recommendation, Regent Johnson moved to reconsider the earlier motion on the budget. The motion was seconded.** Assistant Commissioner Mortensen explained that for every one percent of compensation increase, about a one percent tuition increase is needed to fund tuition's proportionate share. A one percent tuition increase would equal \$2.5 million. He clarified that one-third of the compensation increase now comes from tuition.

Regent Johnson moved to reconsider the 2½ percent salary increase to be comparable with public education's recommendation (3 percent). He asked what the ramifications of such an increase would be on tuition. Assistant Commissioner Mortensen said for every one percent of salary increase, tuition must be increased by \$2.2 million. Raising salaries to 3 percent would require that tuition be increased by another one-half percent. Chair Karras clarified: By increasing salaries to 3 percent, tuition would have to be increased by 4½ percent, with one-half percent going to need-based financial aid. Regent Grant asked if part of the compensation package could be funded by second-tier tuition. President Machen said the Presidents had voted and had all agreed that the first-tier tuition should cover a minimum 2½ percent increase in salary. **Regent Johnson withdrew his motion to reconsider.**

Stating that he would rather make a very strong statement on the critical need for a 3 percent salary increase, Regent Maher moved that the Board recommend a 3 percent salary increase, with a 4.5 percent tuition increase, or the number that supports a 3 percent increase in salaries. The motion was seconded by Regent Atkin. Regent Jardine spoke against the motion and indicated his willingness to let Regent Johnson finesse the proposal to get the desired result.

Regent Beesley asked what percentage of students in the state qualify for and receive financial aid. How many students would be affected by these increases in tuition and financial aid? Chair Karras asked Associate Commissioner Norris to prepare a report for the December Board meeting.

Regent Johnson moved that vote be delayed until the afternoon meeting so the committees could meet on schedule. The motion was seconded by Regent Pitcher and carried.

Following meetings of the Board committees, Chair Karras reconvened the Committee of the Whole at 1:05 p.m.

Reports of Board Committees

Academic, Applied Technology, and Student Success Committee

Bachelor of Science in Nursing (BSN) Degrees (Tab D). Chair Jardine said the Program Review Committee (PRC) had been considering proposals for fast-track approval of nursing programs at Southern Utah University and Dixie State College. The committee received reports from outside consultants and discussed bringing forth a recommendation at this meeting; however, most of the data had not been distributed as widely as possible so a recommendation was deferred until the December meeting.

Moratorium on New Programs and Programs in Planning Stages (Tab E). Chair Jardine said the Chief Academic Officers (CAOs) felt that the moratorium was counterproductive in areas where institutions had new programs which would improve the quality of the institutions and where they could reallocate funds internally with specific reasons for that reallocation. The PRC had discussed this issue and expressed concern about the timing (with the upcoming Legislative Session) and the difficult economic climate. Feedback from the Legislative Fiscal Analyst's Office and the Governor's Office indicated that the Legislature had received the message of the moratorium and were cognizant of the rigorous review process. In light of this and the fact that the Presidents wished not to have their hands tied, the committee charged the CAOs, the PRC and Commissioner's staff to develop an amendment to policy R401 to eliminate the "moratorium" language, maintain exceptions, and add one or two new criteria to capture the ability of an institution to present an important program, with specific reallocation plans, while maintaining the same rigorous review process. The institution would need to present demonstrated proof that the new program would substantially improve the quality of a program, fill student needs, etc. Regent Sinclair said she had been on some of the campuses recently and was aware of the pressure to advance new programs at the institutions.

Consent Calendar, Academic, Applied Technology, and Student Success Committee (Tab F). **On motion by Chair Jardine and second by Regent Johnson, the Board approved UCAT's request for a Personal Computer (PC) Technician Certificate under the Fast Track Approval Process.**

Dixie State College – Elementary Education Degree Program Report (Tab G). Chair Jardine recalled that Dixie had received approval for their Elementary Education Degree Program in 2001, and that this was an interim report. College officials responded to questions in committee. No significant issues arose in committee. Chair Jardine offered to respond to questions, but none were presented.

Working Paper on the Competent Learner: Transitioning from High School to College (Tab H). Chair Jardine said the report had evolved from discussions about the desire of public education to work with higher education on transitioning students from high school to college. The committee received a report from Regent Barney about the status of the SBE's Performance Plus Program. Regent Burningham said the State Board of Education had identified three places where they would like to move ahead immediately: (1) below the level of 8th grade in reading and mathematics, (2) middle schools, and (3) improving the transition from high school to college. Regent Burningham said the SBE would like to be in a position where, if public education and higher education agree a student is ready for college by identifying high school requirements, the USHE institutions would accept that student. Certification could mean automatic admission to a USHE institution if it meets the requirements of the institutions. President Machen pointed out that some institutions have open enrollment and others may not have space for everyone. Chair Jardine assured him that the concerns of the two research universities would be considered.

Proposed 2004-2005 Tuition Increases (continued)

Regent Johnson recapped that the Board had already approved a 2½ percent salary increase and a 4 percent tuition increase. Because of the certainty with students and the uncertainty of the state legislature, we have moved from paying 25 percent of faculty and staff compensation to paying 33 percent. If the Board is going to raise the amount of compensation request, they must raise the tuition request as well. The State Board of Education is requesting a 3 percent salary increase. We need to share the message that we value higher education as much as we value public education. This would raise tuition by 4½ percent. Since every President will consider at a second-tier tuition increase anyway, students will ultimately have this large an increase in their tuition. He reminded the Regents that there was a motion on the floor to amend both of the previous increases, to raise the requested salary increase to 3 percent and the requested tuition increase to 4½ percent.

Chair Karras explained why he would be voting against the motion. If the Legislature does not fund a salary increase at 3 percent, we would still be increasing tuition by 4½ percent. Regent Grant asked if this meant that the second-tier tuition on each campus would likely be reduced by one-half percent.

Vote was taken on the motion to amend the requested salary increase to 3 percent and to increase tuition by 4½ percent. The motion carried with Regent Edwards and Chair Karras voting in opposition.

Finance, Facilities and Accountability Committee

Proposed Revision to Policy R548, Institutional Discretionary Funds Administration and Accountability (Tab I). Chair Pitcher referred to Replacement Tab I in the Regents' folders, which contained a minor wording change. The intent of the revision is to clarify that Trustee approval is required on the expenditure of discretionary funds over \$50,000. The policy will continue to require annual reports and audits of all expenditures of discretionary funds. **Chair Pitcher moved approval of the policy revision. The motion was seconded by Regent Atkin and carried.**

University of Utah – UofU Hospitals' and Clinics' Request to Increase Long-term Debt (Tab J). Chair Pitcher said Dr. Betz and Gordon Crabtree had introduced the request to the committee. The University is requesting that its long-term debt be increased to \$10 million in order to furnish and equip the Same-Day Orthopedic Surgical Center. This will free the hospital for other services. The University has entered into a long-term lease with the developer, and the plan is financially viable. **Chair Pitcher moved approval of the University's request. The motion was seconded by Regent Atkin and carried.**

Utah State University – Revenue Bond to Build Residence Halls, Parking, and Food Services (Tab K). Chair Pitcher said the committee heard from a trustee and building consultant. The University currently has \$26 million of outstanding debt. This bond would increase that indebtedness to \$40.7 million. The new facility would add 20 new beds to the housing at USU and would provide 600 parking stalls. **Chair Pitcher moved approval of the bond. The motion was seconded by Regent Atkin and carried.** Regent Grant suggested increasing the parking capacity to 800 stalls.

Southern Utah University – Sale of Donated Property (Tab L). Chair Pitcher said the property was approximately 3½ miles from Cedar City and contains 16.87 acres of former agricultural grazing land which is now zoned as industrial/manufacturing. The offer matches the current appraised price of \$202,440. **Chair Pitcher moved approval of the transaction. The motion was seconded by Regent Atkin and carried.**

Utah Valley State College – Campus Master Plan (Tab M). Chair Pitcher said the committee had received an excellent presentation by Vice President Val Peterson. **Chair Pitcher moved approval of UVSC's Campus Master Plan. The motion was seconded by Regent Atkin and carried.**

Consent Calendar, Finance, Facilities and Accountability Committee (Tab N). **On motion of Chair Pitcher and second by Regent Snow, the following items were approved on the committee's Consent Calendar:**

1. Elimination of Policy R562, *Reporting of Summer School Revenue and Expenses*
2. OCHE – Monthly Investment Report
3. UofU and USU – Capital Facilities Delegation Reports
4. Utah State University – Sale of Donated Property
5. Southern Utah University – Acceptance of Donated Property
6. Snow College – Property Exchange with Sevier School District

Administrative Efficiencies – Collaborative Opportunities Among Institutions (Tab O). Chair Pitcher called attention to the schedule attached to Tab O. The committee agreed that this is a very good step forward. They have requested quarterly reports from the groups and anticipate great progress.

State Building Board Capital Development Recommendations (Tab P). Chair Pitcher said this was an information item. Weber State University's project was highly ranked, but the rest of the Regents' priorities were juggled quite a bit. He asked Associate Commissioner Spencer to report back in December with another fine-tuning of the Q&P process.

USHE – Fall 2003-2004 Enrollment Report (Tab Q). Chair Pitcher reported that the FTE count shows an increase of 1160 students or 1.2 percent. The head count is up by 2308 students or 1.7 percent. Several factors contributed to this slight increase.

Utah Valley State College – Baseball Stadium (Tab R). Chair Pitcher said the College had received \$3 million of donated funds to construct a baseball field on the existing site with the rotation of home plate. He said committee members had been interested to learn why the baseball field had to be rotated to accommodate a baseball stadium. The Provo Angels will lease the stadium. The College is still in negotiations on the cost of construction. More details will be provided at the December Board meeting.

Chair Karras thanked Chair Pitcher for his report.

Utah College of Applied Technology – Second Annual Report

President Fitch referred to the Annual Report which had been sent to the Regents and Presidents and said it was a requirement of the legislation that created UCAT. Originally there were 10 institutions and 138 board members. UCAT is now comprised of nine institutions. The college has been in the state for two years and has seen an increase of 8.6 percent in enrollment.

President Fitch determined that the best way to provide the information required by legislation was to go to the school districts and campuses for a full report. Superintendents' comments were informative and interesting. This will be used as a blueprint to determine the strengths and weaknesses in the individual campuses and UCAT as a whole. Most services are adequate or superior. This year custom fit served 926 employers and 18,500 employees were served.

Dr. Fitch praised the cooperation between the UCAT and the USHE institutions. He gave Mountainland ATC and UVSC as a good example. Two years ago MATC was serving 1000 high school students. This year they are serving 3000. President Fitch expressed his appreciation to President Sederburg for his efforts and cooperation. Southeast Applied Technology College has been approved to do the training on open pit mining. CEU has been an excellent support in this process. Dixie State College/Dixie ATC is another exemplary model of cooperation. DATC and WSU have an outstanding nursing program which serves more and more students.

One weakness UCAT has found is providing services to rural areas. The new president at Uintah Basin ATC is providing an opportunity for change. There is still uncertainty about the relationship in Richfield, but Snow College has done a tremendous job. Richfield presents a challenge. President Fitch thanked President Benson for his spirit of cooperation in making this work.

One of the most critical areas is in the Salt Lake area, in the relationship between Salt Lake-Tooele ATC and Salt Lake Community College. President Fitch said he had been working with President Morgan to effect coordination with SLCC and the SLTATC. He thanked President Morgan for his cooperation and his desire to serve the students. SLCC has done an excellent job in partnering with local school districts in providing applied technology education to the students. UCAT is looking for a "value added" component in Salt Lake City.

One challenge is how the UCAT program was structured. It was created because of political expedience. We need to look at objectives and student service needs in determining the current structure. By legislation, UCAT became a "proxy" high school to create a diploma with the State Board of Education. UCAT also realizes the transfer requirements of degree-granting institutions and the needs of employers for job-related skills. Another challenge is working with a national accrediting agency because of the structure of UCAT. Student financial aid is also an issue with the accreditation requirements.

President Fitch said there is a perception that the Salt Lake area is in disarray in the services provided to high school students and adults. Salt Lake Community College became a comprehensive community college trying to serve the needs, while Salt Lake-Tooele ATC was created originally as the Wasatch Front South Consortium. In response to Regent Pitcher's question, Dr. Fitch said it was difficult to project a timeline because discussions are still ongoing and the problems (duplication of services, funding issues, personality issues, etc.) are over eight years old. He commended President Morgan for his cooperative attitude.

There is still a territorial problem – some school districts no longer work with SLTATC. UCAT Board Chair Norm Bangerter has said, “Whoever can do the job the best should do it.” SLCC and SLTATC are looking at shared personnel in key areas of reporting. Regent Grant asked if a merger had been considered. President Fitch said this had been suggested but that option is not on the table at this time.

President Morgan said, “We are smarter than what has been occurring.” He and President Fitch have had several meetings to discuss organizational plans in great depth. They have looked at combining resources and at having UCAT fit into SLCC. The two presidents are currently still in discussions and negotiations. SLCC’s mission is to be a comprehensive community college, serving a large spectrum of students from the under-privileged to transfer students. SLCC has a wonderful relationship with the school districts and share buildings on some of the campuses. President Morgan said his concern, and President Fitch’s concern, is to work together to serve students.

President Fitch said UCAT has a similar mission to SLCC’s in dealing with employment. UCAT is also charged by law to provide other services in an open-entry/open-exit, competency-based component. SLCC does the same thing through the Skills Center.

Regent Barney said in the Salt Lake Valley, the traditional problem has been with the Salt Lake School District. Because it is smaller, administrators are not able to provide the ATE programs, and their students are having trouble finding a place to receive this training. They have access to Salt Lake Community College but have difficulty with transportation and class schedules. The Salt Lake District also has the most intervention to do with the populations it serves. We need to meet the needs of the Salt Lake City School District with the current challenges.

Chair Karras thanked President Fitch for his report.

General Consent Calendar

On motion by Regent Johnson and second by Regent Sinclair, the following items were approved on the General Consent Calendar (Tab T):

1. Minutes
 - A. Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held September 11-12, 2003, at Salt Lake Community College in Salt Lake City, Utah
 - B. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held September 18, 2003, at the Board Offices in Salt Lake City, Utah
2. Grant Proposals - Approval to submit the following proposals:

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- A. Utah State University – NASA Goddard via Colorado University – Laboratory of Atmospheric and Space Physics; “AIM Phase B for the SOFIE Instrument and Science;” \$1,072,885. Brandon Paulsen, Principal Investigator.
 - B. Utah State University – Missile Defense Agency; “RAMOS Task Order 12 Continuation of Detailed Design Efforts Revision;” \$2,899,419. Tom Humpherys, Principal Investigator.
 - B. Utah State University – Jet Propulsion Laboratory, “WISE Extended Phase A;” \$2,127,653. Scott Schick, Principal Investigator.
 - C. Utah State University – Missile Defense Agency; “RAMOS Task Order 19 HQ0006-00-D-0006 CDR-IDR Phase;” \$54,790,647. Tom Humpherys, Principal Investigator.
 - D. Utah State University – National Science Foundation; “A Vertically Integrated Applied and Industrial Mathematics Program at Utah State University;” \$1,504,863. Joseph V. Koebbe, Principal Investigator.
 - E. Utah State University – Northrop Grumman Electronic Systems; “Proposal for Engineering Support and IR Radiance Source System;” \$11,611,505. V. Alan Thurgood, Principal Investigator.
3. Proposed Changes to Policy R532, *Acceptance and Approval of Contracts and Grants* – The proposed changes to the policy reflect the Board’s recent configuration of institutional missions and roles and modify the annual reporting process.
 4. Proposed Changes to Policy R926, *Office of the Commissioner, Use of Office-owned Computers and Software* – Paragraph 3.6 of Policy R926 is amended to recognize that the operating system used in the Commissioner’s Office personal computer network provides Internet access to all employees, and to set appropriate limitations on any incidental personal use of this feature. The Computer Services staff periodically monitors sites addressed using office Internet access.
 5. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held December 11, 2003 at the Board Offices 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.

Report of the Chair

University of Utah Presidential Search. Chair Karras reported on the search process for the President of the University of Utah. A list of search committee members was included in the Regents’ folders, which had been corrected to add Dean Steven Ott and Dean John Mauger and to remove Dean Jack Brittain, who was unable to serve on the committee. The committee has decided to hire a search consultant. The committee will begin collecting input from the community soon, which will be used in developing the selection criteria. The

committee was well received and is supported by the entire campus community. Commissioner Foxley said a Request for Proposal was being reviewed by the search committee, who will hear presentations and make the selection of an executive search firm to assist in the process. The trustees on the committee felt particularly strong about retaining a search firm, which will help the search move more quickly.

Dinner for Regents and Presidents. Chair Karras reminded the Regents and Presidents that a dinner at the UofU Rosenblatt House would be given on December 11 to honor Commissioner Foxley and President Machen.

SUU Homecoming. President Bennion thanked Chair Karras for visiting the SUU Campus during Homecoming. At the urging of Chair Karras, President Bennion said he had been approached with an opportunity to win money from students and others by kissing a llama. He thanked Chair Karras for his generous contribution to this effort. He also announced that some SUU students will be singing in Carnegie Hall in January.

Report of the Commissioner

Governor's Deputy for Education. Commissioner Foxley referred to the letter in the Regents' folders announcing that Dr. Darrell White had been selected as the Governor's new Deputy for Education. He will replace Dr. Rich Kendell in that role. Dr. White has been a very good friend to higher education. He clearly understands the challenges of higher education, although most of his experience has been in public education.

WSU Commencement. Commissioner Foxley reminded the Regents and Presidents that Weber State University's Winter Commencement would be held on Friday, December 12. She asked them to let Secretary Cottrell know if they would be attending this ceremony. Because of this activity, the December Board of Regents meeting will be held on Thursday, December 11, with a dinner that evening in the Rosenblatt House.

Transition to New Commissioner. Commissioner Foxley said she and Dr. Kendell had begun a very good transition. Dr. Kendell will become Commissioner on November 17, and she will assist him behind the scenes as needed. She praised Dr. Kendell as a wonderful colleague.

Commissioner Kendell said he had received a very warm and generous welcome from Regents, Presidents and Trustees. Many people have contacted him and made requests. He has taken notes of all requests and said he was up to page 41. Dr. Kendell said he was energized by the experience and that he looked forward to his new responsibilities.

Announcements

Regent Pitcher announced that the Regents' Audit Committee would meet with UVSC's Audit Committee immediately following the Board meeting.

President Bennion announced that representatives of the Northwest Association Commission on Colleges had visited the SUU campus the previous weekend and the University had received reaccreditation.

President Benson invited the Regents and Presidents to the dedication of the Eccles Fine Arts Center on Friday, November 7. Dinner is planned for 5:30 p.m. and a program at 7:00 p.m.

Adjournment

Chair Karras expressed his appreciation to UVSC President Sederburg and his staff for the warm hospitality. He asked Vice President Peterson to tell his staff how appreciative the Regents were of their efforts, including the activities surrounding the preceding day's installation of President Sederburg.

The meeting was adjourned at 2:00 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved