



AGENDA

MEETING OF THE
UTAH STATE BOARD OF
REGENTS

March 11-12, 2004

**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
March 11-12, 2004 ***

AGENDA

**Thursday, March 11 – Southern Utah University
Sharwan Smith Student Center**

- | | | |
|----------------------------|--|-------|
| 10:00 a.m. -
10:15 a.m. | WELCOME AND OVERVIEW
(Starlight Room) | |
| 10:15 a.m. -
1:00 p.m. | DISCUSSION BREAK-OUT GROUPS

1. Managing Growth
2. Research and Development
3. Quality, Productivity, Performance Funding | Tab A |
| 1:00 p.m. -
1:30 p.m. | LUNCH BREAK
Upper-level Rotunda | |
| 1:30 p.m. -
3:30 p.m. | COMMITTEE OF THE WHOLE – DIRECTIONS AND PRIORITIES
(Starlight Room)

Reports of break-out groups, summary and wrap-up | |
| 3:30 p.m. -
4:00 p.m. | BREAK
Upper-level Rotunda | |
| 4:00 p.m. -
5:30 p.m. | COMMITTEE OF THE WHOLE
(Starlight Room)

Legislative Report
A. Budget
B. Capital Facilities
C. Other Bills and Initiatives | Tab B |
| 5:30 p.m. -
6:00 p.m. | EXECUTIVE SESSION MEETING – STATE BOARD OF REGENTS
Bryce Canyon Room | |
| 7:00 p.m. | DINNER MEETING - STATE BOARD OF REGENTS AND
SOUTHERN UTAH UNIVERSITY BOARD OF TRUSTEES
(Whiting Room, Hunter Conference Center) | |

*** Dress for all meetings will be business casual.**

Friday, March 12 – Dixie State College
Hurricane Center

8:30 a.m. - COMMITTEE OF THE WHOLE – OPENING GENERAL SESSION
8:45 a.m.

8:45 a.m. - MEETINGS OF BOARD COMMITTEES
10:45 a.m.

Academic, Applied Technology and Student Success Committee

ACTION:

1. Proposed Revisions to Policy R401, *Approval of New Programs, Program Additions, or Program Changes* Tab C
2. Snow College – Mission and Role Statement Tab D

CONSENT:

3. Consent Calendar Tab E
 - A.. University of Utah
 - i. Center for Peptide Neuropharmacology
 - ii. Institute for Combustion and Energy Studies (ICES)
 - B. College of Eastern Utah – Discontinuance of Mining Department
 - C. Salt Lake Community College
 - i. Miller Business Innovation Center
 - ii. Restructuring of Electronics Technology Department into two departments:
Electronics Technology and Telecommunications

INFORMATION:

4. Information Calendar Tab F
 - A. University of Utah
 - i. Name change: Master of Professional Accountancy Degree to Master of Accounting Degree
 - ii. Name change: Department of Chemical and Fuels Engineering to Department of Chemical Engineering
 - iii. Name change: Division of Foods and Nutrition to Division of Nutrition; Proposed Degree/Minor name change: Foods and Nutrition to Nutrition
 - iv. Creation of an Interdisciplinary Minor in Animation Studies
 - B. Utah Valley State College
 - i. Transfer the Culinary Arts Institute from the School of Business to the School of Technology, Trades and Industry (TTI)
 - ii. School of Business Program Changes
 - a. Rename Small Business emphasis in the Business Management Bachelor of Science Degree to Entrepreneurship emphasis
 - b. Combine Executive Assistant and Information Management Specialist AAS Degree into Administrative Information Support Degree
 - c. Rename the Receptionist Certificate to Administrative Support Certificate
 - iii. Merge the current Business Computer Information Systems Department (BCIS) and the Business Systems and Administration and Education Department (BSAE) into Business Computer Information Systems (BCIS) in the School of Business
 - C. Program Matrices

DISCUSSION:

- 5. HB 320, *Transferability of Credits Among Higher Education Institutions* Tab G
- 6. HCR 11, *Resolution on Higher Education Remedial Classes* Tab H

Finance, Facilities and Accountability Committee

ACTION:

- 1. USHE – Proposed 2004-2005 Fee Increases Tab I
- 2. USHE – Capital Improvements Priorities for 2004-2005 Tab J
- 3. USHE – Report and Proposed Action on Early Retirement Programs Tab K
- 4. Southern Utah University – Campus Master Plan Tab L
- 5. Southern Utah University – Property Transaction Tab M
- 6. Dixie State College – Campus Master Plan Tab N

CONSENT:

- 7. Consent Calendar Tab O
 - A. University of Utah – Sale of Donated Properties
 - B. UofU and USU – Capital Facilities Delegation Reports
 - C. Utah College of Applied Technology – Approved Tuition Rate Exception for SWATC

INFORMATION/DISCUSSION:

- 8. USHE – Update on Policy R513, *Tuition Waivers and Reductions* Tab P
- 9. USHE – Proposed Review of Responsibilities Delegated to Trustees and Presidents Tab Q
- 10. Utah Valley State College – Report on Operating Agreement for Use of Baseball Stadium Tab R

11:00 a.m. - REGULAR BUSINESS MEETING OF THE BOARD
12:30 p.m.

- 1. Final Action on 2004-2005 Tuition Tab S
- 2. Report of the Chair
- 3. Report of the Commissioner
- 4. Reports of Board Committees
 - Academic Committee (Tabs C - H)
 - Finance Committee (Tabs J - R)
- 5. General Consent Calendar Tab T

12:30 p.m. - LUNCHEON MEETING - REGENTS AND DIXIE TRUSTEES
1:45 p.m.

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

March 3, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Discussion Groups

Colleagues:

Higher education is at a crossroads. Projections indicate that increasing numbers of students will be seeking a higher education opportunity. The quality of institutional programs is being compromised by limited State funding. State revenue is projected to barely keep up with State obligations for public education growth, highways, Medicare, and public safety needs. Student tuition has grown by nearly 50% in four years. These circumstances beg for thorough discussion and innovative solutions both short and long term.

These issues and others will be the subject of three meetings held on March 11, 2004 at Southern Utah University. Enclosed is a matrix that outlines the topics for the three work meetings and the individuals who will participate. The meetings will begin at 10:00 a.m. with a short general session to outline the schedule for the day and to introduce important goals and objectives. Workshop sessions will follow promptly at 10:15 a.m. These meetings should be seen as a means of initiating discussion about the most important issues facing our system of higher education and not as an effort to rush to solutions, although solutions will be welcomed. By the end of the day we hope to have identified important questions facing the State, the policy options that need to be considered, and the processes for moving ahead to solve some of the most pressing problems.

Each work session includes members of the Board of Regents, institutional presidents, legislators, and invited guests who have experience with the issues being discussed. Each session will be assisted by a facilitator(s).

By a separate mailing you will receive background materials for the respective work sessions. Due to the level of activity generated by the Legislature and the regular meeting of the Board of Regents, the materials will be sent later than the regular agenda.

These should be lively meetings that have the potential of setting the agenda for the Board of Regents, the respective institutions in the USHE and for State policy makers for the next several years.

Sincerely,

Richard E. Kendell, Commissioner

Attachments

**State Board of Regents Meeting
March 11, 2004**

**Southern Utah University, Cedar City, Utah
Upper Level, Sharwan Smith Student Center**

10:00 a.m. - 10:15 a.m. Starlight Room	Welcome and Overview – Chair Nolan Karras
10:15 a.m. - 1:00 p.m.	Discussion Break-out Groups Group #1. Managing Growth – Group #2. Research and Development – Group #3. Quality, Productivity, Performance Funding
1:00 p.m. - 1:30 p.m. Upper Level Rotunda	Pick up box lunches
1:30 p.m. - 3:30 p.m. Starlight Room	Plenary Session Reports of Break-out Groups, Summary and Wrap-up
3:30 p.m. - 4:00 p.m. Upper Level Rotunda	Break
4:00 p.m. - 6:00 p.m. Starlight Room	Board of Regents Meeting – Committee of the Whole Report of 2004 Legislative Session

REGENTS' WORKING GROUPS – MARCH 11, 2004

TOPIC	CONVENER	FACILITATOR(S)	REGENTS *	PRESIDENT S	LEGISLATORS **	STAFF
Managing Growth	Regent Karras	Tony Morgan University of Utah Art Hauptman Consultant <u>Guests:</u> Richard Ellis GOPB Mike Christensen Leg. Research Boyd Garriott Leg. Fiscal Analyst	Bonnie Jean Beesley Mike Jensen Nolan Karras Jed Pitcher	Greg Fitch Bob Huddleston Ann Millner Bill Sederburg <u>Institutional Reps</u>	1 - 3	Gail Norris Mark Spencer Gary Wixom
Research and Development	Regent Jardine	David Spann The Ralston Consulting Grp <u>Guests:</u> Chris Johnson University of Utah David Bradford Intermountain Technology Ventures Dinesh Patel vSpring Jeff Edwards EDU	Jerry Atkin Linnea Barney David Grant Jim Jardine David Maher	Mike Benson Lorris Betz Kermit Hall <u>Institutional Reps</u>	1 - 3	Dave Buhler Don Carpenter

TOPIC	CONVENER	FACILITATOR(S)	REGENTS *	PRESIDENTS	LEGISLATORS **	STAFF
Quality, Productivity, Performance Funding	Regent Mantes	David Longanecker WICHE <u>Guests:</u> John Massey Leg. Fiscal Analyst Darrell White Governor's Office Debbie Headden Leg. Fiscal Analyst	Billy Edwards David Jordan George Mantes Marlon Snow Maria Sweeten	Steve Bennion Judd Morgan Ryan Thomas <u>Institutional Reps</u>	1 - 3	Brad Mortensen Teddi Safman Deanna Winn

* Regents excused March 11: Daryl Barrett, Kim Burningham, Charlie Johnson, Sara Sinclair

** Southern Utah legislators and members of the Higher Education Appropriations Subcommittee

March 3, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Legislative Report

As the agenda is being printed, the 2004 Legislative Session is in its final hours. Final information on budget, capital facilities, and legislation will be hand carried to the meeting.

Richard E. Kendell, Commissioner

RK:jc

MEMORANDUM

March 3, 2004

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

Issue

Policy R401 was approved on May 30, 2003. Based on the content of this policy and the dynamic nature of the program approval process, this policy will be one that is constantly revisited.

Background

R401 contains the information needed for institutions to develop program proposals for review and approval. The basic content has not been changed since the last time the Regents reviewed the policy, but a summary of the contents of the Letter of Intent has been added to the front of the policy and direct references to the moratorium have been removed.

Institutional presidents were asked to review the policy and provide their input. This has been completed.

In response to Regent's suggestion, additional information defining Institutional Readiness (see page 13) has been added to more clearly identify the criteria that will be used to determine if an institution has the capability to move ahead with the requested program.

At the January 16, 2004 Board of Regents meeting the Academic, Applied Technology and Student Success committee discussed the document, and made several suggestions. The policy is now ready for final approval.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Board review Policy R401, Approval of New Programs, Program Changes, and Discontinued Programs, and approve the revisions to Policy R401.

Richard E. Kendell, Commissioner

REK/DDW
Attachment

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

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. Program description: A brief description of the program to include information on current faculty preparedness to deliver the new program.
2. Market and student demand: Specific data on market demand or the utility of the degree, how the program will accommodate a changing market, 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. Budget: 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. Similar programs already offered in the USHE: Identify similar programs 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. If duplication exists or if the program is available electronically within the local service delivery area, the justification for the duplication must include specific labor market and student demand data, or a specific request by business and industry for an alternative delivery method.
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: Explain why this program is considered 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 by all institutions 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. At four-year institutions, not offering an AA or AS degree, the term “Pre Major” will also apply to preparatory, lower division courses, required for acceptance into a Major. These courses should be the same or similar to those offered by the two-year programs. Although the descriptions of programs may vary at USHE institutions, the definition as described above should be implemented consistently.

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 articulate directly to the four-year Major but provide preparatory experience for a specific Major. These courses will count as electives.

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, or the focus of the new degree being proposed

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.

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.

4.1.6. 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: 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 focus and scope 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. New 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 Educator Development Advisory Committee (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 make its recommendation 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. Consent from the Regents should be sought prior to any institutional

initiative to take action on program discontinuance. (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, and contains the required information 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. Credit/Non-credit Certificates Eligible for Financial Aid. Credit/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 Programs or Program Changes for Board Approval

6.1. New Programs 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 (LOI) 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 Letter of Intent based upon six elements:

- 6.1.3.1. description,
- 6.1.3.2. market and student demand,
- 6.1.3.3. budget
- 6.1.3.4. mission fit,
- 6.1.3.5. similar programs already offered in the USHE
- 6.1.3.6 institutional priority
- 6.1.3.7. exceptional program

6.1.3.8. 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 PRC 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. The Commissioner's office 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 **R401-4.2.7.** 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. Mission fit. 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.

If duplication exists, or if the program is available electronically within the local service delivery area, the justification for the duplication must include specific labor market and student demand data, or a specific request by business and industry for an alternative delivery method.

9.1.6. Institutional priority: There should be a clearly defined relationship to a high institutional priority.

9.1.7. Exceptional program: a program that rises to a high institutional priority based on its content, population served and extraordinary demand.

9.1.8. 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.]

[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. **Describe the Impact on current budgets, faculty, staff, learning resources and instructional technology. In the appropriate sections below, give the specifics as to the necessary number of faculty to adequately deliver the program, the appropriate full-time to part-time faculty ratio, and the necessary additions to Library and Information Resources. The impact on current budgets should be described in light of the cost category that the proposed program will fall in (vocational, lower division, upper division, basic graduate or advanced graduate)—a more detailed analysis will be required for proposed programs at the advanced graduate level than the lower division level.**

[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. Clearly state the proportion of regular full-time, tenure track faculty to part-time and non-tenure contract faculty. Describe the faculty development processes that will support this program. **See Requirements in the Institutional Readiness Section**]

[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. **See Requirements in the Institutional Readiness Section**]

[Library and Information Resources- Describe library resources required to offer a superior program. Does the institution currently have the needed library resources? **See Requirements in the Institutional Readiness Section**]

[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.]

SECTION III Need

[Program Need - 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. Indicate future impact on the program if the market demand changes.]

[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
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[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: ____ . ____

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: ____ , ____ _

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 goals 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)**

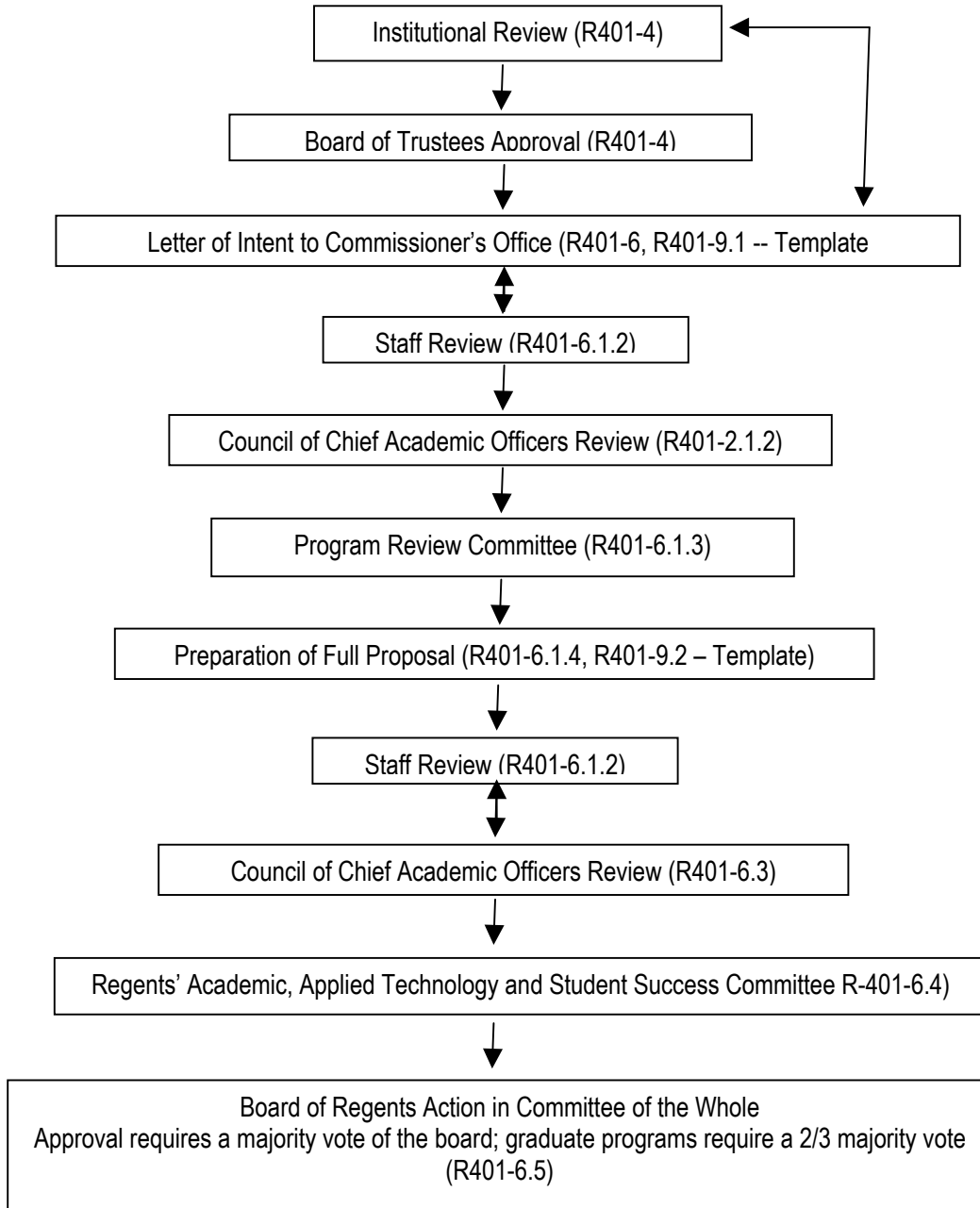
Institution	Program Name	Degree Type
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(Approved November 7, 1972, amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000; amended June 1, 2001. [R402 was approved September 10, 1971, amended 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)

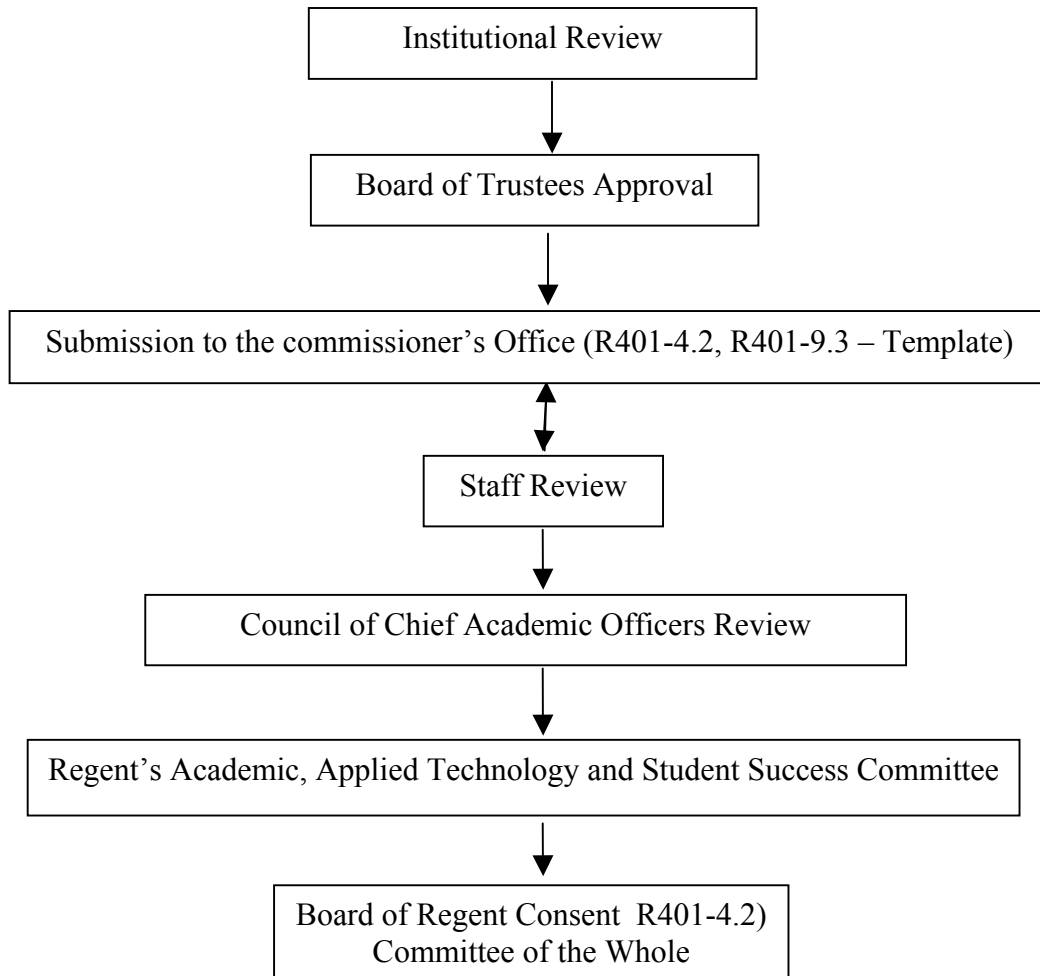
Board of Regent approval is required of all new certificate, diploma, and degree programs, including new K-12 school personnel programs. Such programs will have undergone institutional review and been approved by the Board of Trustees prior to submission to the Office of the Commissioner. The approval 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.

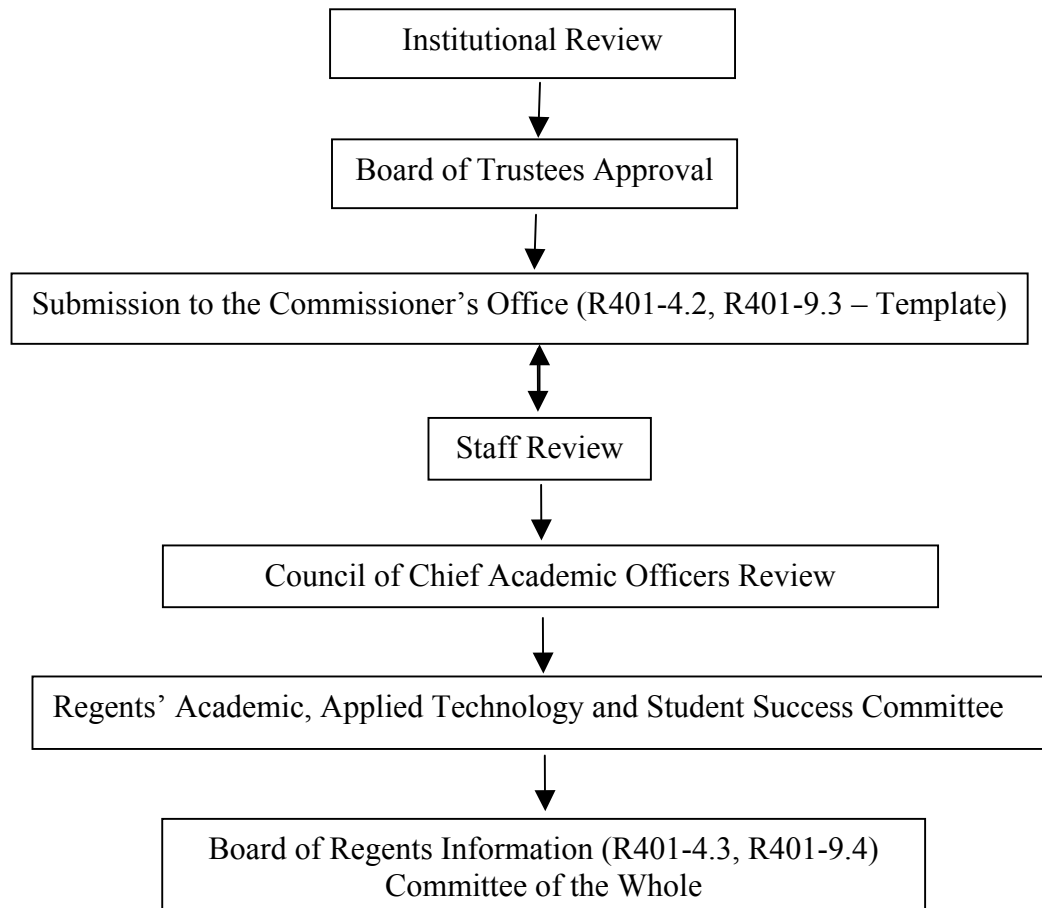


*See R401-4.2.2 for criteria to be used in guiding program review for the discontinuation of programs.

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.



Submitted for Board of Regents Approval March 12, 2004

MEMORANDUM

March 11, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Snow College - Mission and Roles Statement

Issue

The Regents' 2002 Master Planning Task Force on Missions and Roles recommended the development of Policy R312, Configuration of the Utah System of High Education, and Institutional Missions and Roles. This policy, approved May 2003 will eventually contain a new mission and role statement for each institution of higher education in Utah.

Background

Policy R312 categorizes the Utah System of Higher Education institutions according to their specific mission and roles. It reflects changes that have occurred within the system during the last decade, and describes the institutions at this point in time and for the near future. In order to complete the policy, each institution will review its current mission and role statement and update and revise it as appropriate. Mission and Role statement will be approved by the institution's Board of Trustees and then submitted to the Board of Regents for their approval.

Snow College has submitted its mission and roles statement for Board of Regents' approval. The statement has been approved by Snow College's Board of Trustees.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Board review Snow College's mission and roles statement, and if satisfied that it accurately describes the institution, as described in Policy R312, approve its inclusion in Policy R312, Configuration of the Utah System of Higher Education, and Institutional Missions and Roles.

Richard E. Kendell, Commissioner

REK/DDW
Attachment

SNOW COLLEGE MISSION & ROLES STATEMENT

The mission of Snow College is to educate students, inspire them to love learning, and lead them to serve others.

Snow College achieves this mission through a constant pursuit of excellence in teaching; through a nurturing, positive learning environment; and through people who demonstrate a love for learning and service to humanity.

Building upon a tradition and heritage of academic distinction and personalized attention, Snow College fills the following roles:

1. Snow College serves as one of the nation's finest two-year transfer institutions with a focus on liberal arts and sciences, and maintains cooperative relationships with distinguished colleges and universities.
2. Snow College enhances the economic development of Central Utah through partnering with business, industry, government, and community to provide high-demand professional, career, and applied technology education.
3. Snow College enriches the educational, cultural, and recreational life of Central Utah through community and continuing education opportunities, cultural and athletic events, and community outreach services.
4. Snow College is dedicated to helping individual students achieve their academic goals through a caring, personalized learning environment, providing comprehensive student success services, library and learning resources, and targeted supplemental and developmental education programs.
5. Snow College is focused on developing the whole student and encourages student involvement in a wide variety of co-curricular activities, service organizations, service learning opportunities, academic and special interest clubs, athletics, and student leadership opportunities.
6. Snow College welcomes all who will gain from or contribute to its educational and student-centered environment including individuals from diverse backgrounds and perspectives.
7. Snow College partners with higher education institutions that offer baccalaureate and graduate programs in select disciplines for the citizens of Central Utah.

MEMORANDUM

March 3, 2004

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

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

A. University of Utah (UofU)

1. Center for Peptide Neuropharmacology

Request: The University of Utah requests approval to establish the Center for Peptide Neuropharmacology to coordinate and implement research in this field. Particular emphasis will be on research related to neuroactive *Conus* peptides, an experimental system developed by the proposed Center faculty. *Conus* peptides are being used increasingly by laboratories worldwide as precision tools for understanding the nervous system in both health and disease, and as efficacious medicines for a range of neurological and other medical disorders. The Center will coordinate, focus, and accelerate progress of this research, in part, through encouragement of cross-college multidisciplinary projects that seek to foster the interaction of University researchers on the central campus with those of the Health Sciences Center.

Need: The Peptide Neuropharmacology Center will serve as a focal point for undergraduate and graduate training in neuroscience, with an emphasis on peptide neuropharmacology. A recently announced Brain Research Institute Initiative at the University has increased the need for the proposed Center. Two major scientific platforms on which modern brain research is based are genetics and neuropharmacology. The University has well established strengths in genetics; the proposed new Center will give the Brain Research Initiative a substantive, unique and highly visible neuropharmacology base. Since major research support is increasingly based on multidisciplinary work, establishment of this Center will enhance the research work of investigators, making them more competitive for grant funding. The Center will also greatly facilitate technology transfer to private industry. New *Conus*-based peptides are being developed and patented for biomedical use by the UofU Technology Transfer Office, which will bring investment capital from out of state and create new Ph.D. and M.S. level jobs in Utah.

Institutional Impact: The central research facility for the Center will be located in the north end of

the South Biology Building, where approximately 6,000 square feet of space has already been remodeled and prepared for this purpose. No additional facilities are requested. Core faculty of the Center are members of the Interdepartmental Program in Neuroscience as well as regular faculty members in their home departments. Core and associated faculty come from three different colleges and nine different departments of the University, augmented by associated investigators outside the institution both in the U.S. and in six countries abroad. Students will have direct opportunities for in-depth hands-on experience under the direction of participating faculty, through close cooperation with the UofU Undergraduate Research Opportunities Program (UROP) and the Bioscience Undergraduate Research Program (BioURP).

Finances: The majority of funds for the Center will come from public and private grants and contracts. Expense for remodeled facilities for the Center has already occurred. Major equipment and faculty are already in place. Future budgetary impact and infrastructure support is anticipated to be small.

2. Institute for Combustion and Energy Studies (ICES)

Request: The University of Utah requests approval to establish the Institute for Combustion and Energy Studies (ICES), jointly proposed by faculty in the Chemical and Fuels Engineering Department and the Chemistry Department. The Institute will bring together on-campus expertise in experimental combustion, combustion simulation, chemical analysis, and related high-temperature fuel utilization processes. The purpose of the proposed Institute is summarized in its mission statement, as follows: *The mission of ICES is education through research on combustion and high-temperature fuel utilization processes and associated health, environmental and performance issues.* No new facilities, office space, equipment, or faculty are requested to establish the Institute.

Need: Establishment of the ICES will provide a core group of researchers who can initiate interdisciplinary programs that draw on available resources to address: (1) the control of emissions from fossil and opportunity fuels, (2) the health effects of fine particle concentrations brought about by combustion, and (3) the effects of emissions from controlled and uncontrolled fires. Establishment of the ICES will enhance the ability of faculty to participate in, administer, and support other research centers such as the Advanced Combustion Engineering Research Center (ACERC - NSF funded in conjunction with BYU) and the DOE funded Center for the Simulation of Accidental Fire and Explosions (C-SAFE). According to the proposal, ICES is needed to unify the work of university researchers, increase the university's ability to attract top faculty and staff, enhance opportunities for collaboration within the institution and with researchers at other universities and national laboratories, improve interactions with private industry, improve the ability to compete for funding, and enhance opportunities for graduate and undergraduate students to participate in interdisciplinary research.

Institutional Impact: The Institute will comprise three complimentary divisions – experimental, analytical, and simulation – with close interaction between the three. The proposed Institute will consist of a director, associate director, executive committee, faculty, administrative and technical staff, and students. There are 12 faculty, four postdoctoral fellows, five research staff, 19 graduate students, and 10 undergraduate students currently involved in the program. ICES will not affect enrollments in the instructional programs of affiliated departments. Faculty will continue to teach courses and advise students within their department. However, it is expected that in the long term, the ICES will increase visibility for

this field of research and study, attracting high quality students and leading to increased enrollments.

Finances: Formation of the ICES will not increase office or lab space requirements, and the Institute is not requesting additional space. Nor is the Institute requesting additional personnel or equipment for experiments, analysis, and simulation. The proposal states that the Institute will be a self-supporting, not-for-profit research organization operating within the University, with operations funded by contracts and grants awarded to the faculty involved. At the present time, the funding level of active participants is approximately \$3-4 million annually.

B. College of Eastern Utah

1. Discontinuance of Mining Department

Request: The College of Eastern Utah requests approval to discontinue the Mining Department at the College.

Need: This request is in response to a general need to reallocate personnel and financial resources in the face of enrollment declines and the loss of a Mine Safety and Health Administration (MSHA) grant that funded one of three faculty positions in the department. Short-term intensive training has been transferred to the Southeast Campus of UCAT.

Institutional Impact: The mining program at CEU has experienced a continually diminishing number enrollments and graduates during the past several years. The plan now is to transfer funds of one full-time position from the mining department to the CEU Criminal Justice program where enrollments are expanding. One of the two remaining instructors will be retained to teach out remaining mining students, complete outstanding training contracts with local industry, and assist in developing a continuing education based initiative to support the local energy industry. The third position in the department has been eliminated due to loss of the MSHA grant.

Finances: There are no costs associated with this request other than the loss of enrollment tied to the mining program. Ultimately, money will be saved in terms of the costs of maintaining a program that employed three full-time instructors with relatively low FTE enrollments.

C. Salt Lake Community College

1. Miller Business Innovation Center

Request: Salt Lake Community College requests approval for the Miller Business Innovation Center, a business accelerator (incubator) where small start-up businesses house their operations. The Innovation Center provides educational opportunities for entrepreneurs, fosters the growth of small businesses, and reduces the risks of business failure. Client companies have access to consultants and mentors, office space and work rooms, IT support, telephones, etc. from the Center.

Need: Although *Inc. Magazine* and *Entrepreneur Magazine* rank Salt Lake City very high as a

place to start and grow a business, Utah ranks low in venture capital dollars. Lacking financial and other resources, there is a high business failure rate in the area. The Miller Business Innovation Center proposes to assist in bridging the gap between momentum created by an active entrepreneurial community and the lack of tangible and affordable resources. Programs at the Center will provide support to companies when they are most vulnerable – in the start-up phase.

Institutional Impact: Larry H. Miller gifted resources for the Miller campus of SLCC with a business incubator/accelerator as part of his vision. With the Innovation Center, the College is building partnerships between businesses and higher education, government leaders, and business owners such as Larry Miller. The Center will house companies from many industries and disciplines, and will not only greatly assist these companies but will provide internship and work study opportunities for SLCC students with hands-on experience in fields such as business, graphic design, journalism, computer science, software development, and more. The Center will comprise its own department under the Division of Continuing Education and will be housed at the Miller campus in a building already set aside for that purpose. No additional space will be necessary.

Finances: The Innovation Center will be funded through Continuing Education, with operational expenses covered by a Larry H. Miller endowment. The Center will also generate revenue through rental fees and other sources, including grants and contracts pursued in coordination with the Development Office of the College. No new funds are requested. It is projected that the Center will be self-supporting within 2-5 years.

2. Restructuring the Electronics and Computer Technology Department into two Departments: Electronics Technology and Telecommunications

Request: Salt Lake Community College requests approval to restructure the Department of Electronics and Computer Technology into two departments – the Department of Electronics Technology and the Department of Telecommunications.

Need: As the electronics industry has changed in recent years, telecommunications has emerged as a more distinct field of preparation and employment. This proposal more closely reflects employment in these industries and identifies these fields as sufficiently different to be housed in separate departments. The division is more in line with what exists at other colleges and universities in the USHE.

Institutional Impact: No additional faculty or physical facilities will be required to effect this change. Needed equipment is already in place. The new organization will actually facilitate cooperation and sharing between other departments that better align with the proposed new departments. Enrollments will likely increase due to the better organizational structure and a clearer and more easily understood differentiation among the departments.

With this change, the Associate of Applied Science (AAS) in Electronics and Computer Technology with an emphasis in Electronics Technology will change its name to Associate of Applied Science (AAS) in Electronics Technology. The AAS in Electronics and Computer Technology with an emphasis in Telecommunications Technology will change its name to AAS in Telecommunications. There will be no change in curricular content or credit hours for either of these existing degrees. Those courses listed under

the prefix ELET will remain in the Electronics Technology Department, while those listed under the prefix TELE will remain under the Telecommunications Department. Administration of the two existing Certificates of Completion -- Telecommunications Cable Installer, and Telecommunications Network Technology -- will be relocated to the Telecommunications Department.

Finances: There are no additional costs associated with this reorganization. Existing budgets, including current faculty, will be housed in the respective departments in existing facilities. The new departments will then reflect what is actually taught and what is recognized and requested by industry.

Commissioner's Recommendation

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

Richard E. Kendell, Commissioner

REK/DAC

MEMORANDUM

March 3, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

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

The following academic program and administrative changes have been submitted for review by the Regents on the Information Calendar of the Academic, Applied Technology, and Student Success Committee. These changes have been previously approved by the respective institutional Boards of Trustees, and no action is required by the Regents.

A. University of Utah

1. Name Change: Master of Professional Accountancy Degree to Master of Accounting Degree

This name change is unanimously supported by faculty within the School of Accounting and Information Systems, bringing the name of the degree into conformity with common practice at institutions with similar degrees.

2. Name Change: Department of Chemical and Fuels Engineering to Department of Chemical Engineering

The Department of Fuels Engineering was merged with the Department of Chemical Engineering in 1992, resulting in the current departmental name. The current joint program name is not consistent with national trends for departmental names, and the present name emphasizes one sub-discipline over others. This proposal will rectify the problem. When approved, graduate degree names will change from M.E., M.S., M.Phil., and Ph.D. in Chemical and Fuels Engineering to M.E., M.S., M.Phil., and Ph.D. in Chemical Engineering. The undergraduate degree offered by the department – B.S. in Chemical Engineering – will remain unchanged.

3. Name Change: Division of Foods and Nutrition to Division of Nutrition

This name change better reflects the mission and practical emphasis of the Division, bringing the name into agreement with conventional practice across the United States and the world at large. The masters degree offered through the Division would change from M.S. in Foods and Nutrition to M.S. in Nutrition, and the undergraduate minor would change from Minor in Foods and Nutrition to Minor in Nutrition.

4. Interdisciplinary Minor in Animation Studies

Two colleges (Fine Arts and Humanities), three departments (Art and Art History, Communication, and Film Studies), one program (Arts and Technology Program in the College of Fine Arts), and the Center for High Performance Computing have collaborated in the design of a new Interdisciplinary Minor in Animation Studies that will take advantage of existing resources and provide this new educational opportunity for undergraduate students.

This proposal is student driven, in that during the past 10 years many students have designed their own animation degree programs within the Bachelor of University Studies (BUS) degree at the UofU. This route has been used by students since there are no formal programs (majors or minors) in animation studies in the USHE or the Intermountain West.

The proposal is also faculty driven, built upon the unique blend of scholarship and creative talent among faculty in the several departments and colleges that will offer courses in the minor. The minor will consist of seven courses comprising 23 semester credit hours. No new funds for faculty, facilities, or equipment are requested to implement this program.

The new interdisciplinary minor formalizes an informal offering already available at the University within the BUS degree program.

B. Utah Valley State College

1. Transfer: Culinary Arts Institute from the School of Business to the School of Technology, Trades and Industry

The Culinary Arts Program has been a hybrid of a core vocational program mixed with required academic and business courses. While the Culinary Arts AAS degree has served students well, this applied two-year program no longer blends with the goals and accreditation aspirations of the School of Business. The program fits better with the School of Technology, Trades, and Industry. The curriculum will not change. Moving the program to a different school will have no

financial impact on the institution, will not affect enrollments, and will be

transparent to students.

2. School of Business Program Changes

- a. Rename the Small Business emphasis in the Business Management Bachelor of Science degree to Entrepreneurship emphasis

Rationale – Entrepreneurship is a better reflection of what the program offers. Small Business is too limiting; not all new businesses need to be small. Entrepreneurship is a more conventional title currently in use.

- b. Combine the Executive Assistant and the Information Management Specialist AAS degrees into one AAS degree called Administrative Information Support

Rationale – These degrees are similar with insufficient difference to justify keeping both. With this curriculum revision, students will not lose a single class if they decide to pursue the Administration Information Management emphasis in the Information Technology Bachelor of Science degree.

- c. Rename the Receptionist certificate to Administrative Support certificate

Rationale – All courses in this certificate program are used in the Administrative Information Support AAS degree, and many students pursue the AAS degree upon completion of this one-year certificate.

3. School of Business Restructure: Merge the current Business Computer Information System Department (BCIS) and the Business Systems Administration and Education Department (BSAE) into one – the Department of Business Computer Information Systems (BCIS)

Demands of the modern work place have shifted to curricula better aligned with Business Computer Information Systems. The two related fields of BCIS and BSAE are too closely aligned and should be merged. The proposed merger will make the curriculum stronger, eliminate redundant course work between the two departments, save the cost of a department chair's stipend, and better prepare those students who move on to pursue the bachelor's degree in Business. No new costs for faculty, equipment, or facilities are anticipated.

C. Utah System of Higher Education - Program Matrices

1. Programs Under Consideration/Development at USHE Institutions

Matrices showing programs under consideration or development for the next three years at USHE colleges and universities are attached.

Commissioner's Recommendation

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

Richard E. Kendell, Commissioner

REK:DAC
Attachments

Utah System of Higher Education
 Programs Under Development/Construction
 Section I
 From: March 2004 through February 2005

- Current 1. Letter of Intent Submitted to Commissioner's Office for Review
 Status 2. Sent to the Program Review Committee for Review
 Key 3. Institution Preparing Proposal
 4. On Regents' Agenda

Institution	Program Name	Degree Type	Current Status	Projected for Regents' Agenda
U of U	Entrepreneurship	BS	3	
	Audiology	AuD		
	Computing	M.S. & PhD.		
	Chemical & Fuels Engineering	Certificate		
	Human Engineering	Certificate		
USU	Professional Communication	PhD		
	Personal and Financial Planning	BA/BS		
	Business w/Specializations in Accounting, BIS, Mgt., Marketing and Operations Mgt.	PhD		
	Aerospace Engineering	MS, PhD		
	Biochemistry	BS		
	Applied Environmental Geoscience	BS, MS		
	Geology	PhD		
WSU	Special Education-Birth to Age 5	BS		
	Welding Engineering Technology	BS		
	Emergency Care and Rescue	BS		
	Crime Scene Investigation	AS		
SUU	General Studies	AA/AS		
	Legal Studies	Minor		
	Communications (resource dependent)	MA		
Snow	No Programs Pending			
Dixie	Visual Technologies	AAS		
	Health Sciences Management	BS		
CEU	Hospitality Management	AS,AAS		
	Transportation Technology	AS,AAS		
	Apprenticeship	AAS		
	Paraprofessional Educator	AS,AAS		
	Native American Studies	AA/AS		
UVSC	Art and Visual Communication	BA, BFA, BS	3	
	Music/Music Education	BA, BS		
	Community Health, School Health	BA,BS		
	Spanish/Spanish Education	BA, BS		
	Computer Engineering	BS		
	Physical Education/Recreation, PE Ed	BS		
	Associate of Pre-Engineering	APE		
SLCC	Broadcast Video/Audio Production	AAS		
	Film Production	AAS		
	Geoscience	AAS		
	Machining Technology	Certificate		
	CAD/CAM Engineering Technology	AS		
UCAT	Business Technology	AAT		
	Electronics	AAT		
	Apprenticeship	AAT		

Utah System of Higher Education
 Programs Under Development/Construction
 Section II
 From: February 2005 through February, 2007

Institution	Program Name	Degree
U of U	Urban Planning	MS
	Occupational Therapy	MS
	Physical Therapy	DPT
	Science, Technology, Engineering & Math Education	MS
	Parks, Recreation and Tourism	MPRTM
	College of Health Depts. and Divisions	Interdisciplinary PhD in Health
	Community Development (Env. Studies & FCS)	Undergrad. Certificate
	Anthropology of Religion	Undergrad. Certificate
	Medical Anthropology	Undergrad. Certificate
	Power Politics of Anthropology	Undergrad. Certificate
	Research and Assessment	Undergrad. Certificate
	Pharmaceutical Sciences	BS
	Combined Doctor of Pharmacy/Philosophy	Doctorate
	Utah Entrepreneurship Center (Utec Center)	Center
	Historic Preservation	Certificate
Gender Studies	Certificate	
USU	Public Administration	MPA
	Agricultural Communications and Public Relations	BS
	Agronomy	MS
	Geography	MS
	Religious Studies	BA, BS
	Professional Studies in Plant Science with an emphasis in Precision	MS
	Agriculture Management	
	Sustainable Agricultural Production	BS
WSU	Plastics Engineering Technology	BS
	Biomedical Engineering Technology	BS
	European Studies without Language	Minor
	Professional and Technical Writing	Bachelor's
	Instrumental Musical Pedigogy	Bachelor's
SUU	Philosophy.	Minor
	Outdoor Recreation Management	BS
	Public Policy	MS
	English as a Second Language	Minor
	Art	BFA
	Dance	BFA
	Theatre Arts	BFA
	Dietetics	BS
	Music	BM
	School Counseling	MEd
Exercise Science	BS	
Snow	No Programs Pending	
Dixie	Medical Radiography	AAS
	Respiratory Therapy	AAS
	Health Science Management	BS
CEU	Environmental Studies	AS,AS
	Environmental Science	AS,AS
	Wilderness Studies	AA/AS
	Safety Science	AS,AS
	Manufacturing Engineering Technology	AA/AS
	Allied Health Professions	Certificate
UVSC	Dance	BA, BFA,BS
	Political Science	BA, BS
	Communication	BA, BS
	Deaf Studies	BA, BS
	Theatre	BA, BS

	Software Engineering Technology	BS
	Engineering Graphics Design Technology	BS
	Mild/Moderate Special Education	BA
	Electronic Engineering Technology	BS
	Instrumentation & Control Systems Engineering Technology	BS
	Culinary Arts	BA, BS
	French	BA, BS
	Economics	BA, BS
	Major Appliance Repair	AAS
	Forensics	BA
SLCC	Pre Bio-Engineering	APE
	Genealogy	AAS
	Hospitality Management	AAS
	Nanotechnology	AS, AAS
	Horticulture	AAS
UCAT	Welding	AAT
	Machining	AAT
	Diesel Mechanics	AAT
	Mining	AAT
	Nursing	AAT

MEMORANDUM

March 3, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Transferability of Credit among Higher Education Institutions: Legislative H.B.320 Update

Issue

During the 2004 Utah Legislative session, Representative Bradley T. Johnson sponsored H.B. 320, Transferability of Credit Among Higher Education Institutions. The Bill is meant to modify the Utah System of Higher Education (USHE) Code to provide a transfer and articulation system for all of its institutions. The Bill requires the USHE to maintain a common numbering and common prefix system for general education and pre-major courses, provide for credit by examination, reduce unnecessary duplication of courses, and report on its compliance to the Governor and the Legislature.

Background

The Board of Regents currently has five policies that relate to H.B. 320. These are: Course Numbering (R472), Transfer of Credit (R471), Credit by Examination (R463), Lower-Division Major Requirements (R467), and General Education (R465). The oldest of the policies, R472, Course Numbering, set the range of course numbers for each area of General Education and was approved in 1970, the second year of the Regents' existence. R463, Credit by Examination, sets the parameters of AP and CLEP scoring and was approved in 1974 and updated in 2003. R 471, Transfer of Credit, establishes how credits transfer across the system and was approved in 1982 and updated in 1984. Both R465, General Education, and R467, Lower Division Major Requirements, were approved in 1998, the first year of the semester conversion.

On its face, H.B. 320 is asking the Regents to do what is already primarily covered in policy: develop common course numbers (common course prefixes are new), assure transfer and articulation of general education and pre-major credit, avoid unnecessary duplication of courses, and provide opportunities for students to earn credit through challenge and normative examinations (Advanced Placement, College Level Examination Program). The purposes of H.B. 320 and the Regents' policies are the same: to advantage all students by facilitating transfer between two-year and four-year institutions and enabling students to complete their postsecondary education in a timely manner.

Issues

The Biennial Assessment and Accountability Study (2002) indicated that students pursuing a baccalaureate degree tend to take approximately 16 credits beyond the required minimum. The same was true of students who completed an associate degree. (It should be noted that the number of additional credits actually declined slightly between 1999-2000 and 2000-2001.)

Student-Centered Issues: Students who change majors, enroll in additional courses to increase marketability, and stop out and return are likely to add additional credits. A completed associate degree transfers seamlessly among all institutions. Students who do not complete an associate degree or at least the complete general education requirements before transferring will need to take additional courses to meet the receiving institution's requirements. Students whose grades are low may not have their courses transfer if there is a grade requirement as a prerequisite. High school students who sign up for concurrent enrollment courses without careful planning may accumulate additional credits. Entering first year students who fail to see an academic advisor often take courses that contribute to their edification but not to their ultimate educational goals. Some undeclared students may end up taking many courses before they choose a major and focus their effort.

Institutional Issues: There are also institutional issues that may disadvantage students. In limited instances, some community college faculty offer courses that do not transfer to an upper-division course without articulation agreements with four-year major faculty. Some four-year institutional major departments require lower-division students to take upper-division courses. Thus, when community college students transfer, they must add these courses to their load which can lengthen their time to graduation. Although most upper-division requirements for lower-division students were eliminated during the calendar conversion, some still exist.

USHE Response to H.B. 320

While the USHE already has a system of transfer and articulation in place, there are improvements that can be made to help reduce unnecessary course duplication and facilitate transfer and timely graduation if students carefully plan their academic programs.

1. College academic advisors should work with high school counselors so that high school students are appropriately advised about the concurrent enrollment courses they take.
2. Institutions should mandate that students meet with academic advisors as they begin their college career. A confounding problem is the high ratio of students to academic advisors, some as high as 1000 to one in the larger USHE institutions.
3. The Commissioner's Office will continue to work toward more consistent course numbers and prefixes used by USHE institutions.
4. Faculty will be asked to identify courses that could carry common numbers. This work will be initiated during the annual Majors meetings which will be held in April 2004. Problems in course

numbering and transferability are being identified so that faculty can work on these issues.

5. The four-year institutions may want to develop online transfer information so that students from two-year programs and their advisors can determine which courses facilitate transfer. The University of Utah and Utah State University already have transfer guides on their web sites. Weber State University is moving in this direction. Course-to-course transfer and articulation can be found in the online Transfer Guide which can be accessed from the Regents' Website and UtahMentor.
6. Dual admission agreements, such as those held between the College of Eastern Utah and Utah State University and Snow College and Utah State University and Southern Utah University are encouraged for all community colleges. These agreements allow prepared students to transfer directly to the receiving university with which there is an agreement.
7. Institutional policies should reflect a commitment to offer and staff courses that transfer. While electives offer breadth to the curriculum, institutions must assure that students will be able to enroll in courses that are required for successful completion of their General Education and pre-major credits.
8. The five Regents' policies, referred to earlier, should be updated and consolidated where appropriate. Four of the five are concerned with transfer. A comprehensive policy that covers the important aspects of each policy would provide guidance for facilitating transfer and articulation of General Education and pre-major courses.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the report on H.B. 320, Transferability of Credits Among Higher Education Institutions, raise questions and make suggestions. The staff will prepare a full report on the system's progress before the 2005 Legislative session.

Richard E. Kendell, Commissioner

REK/PCS
attachment

MEMORANDUM

March 3, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Resolution on Higher Education Remedial Classes: A Preliminary Report

Issue

During the 2004 legislative session, the Utah State Legislature approved the “Resolution on Higher Education Remedial Classes” sponsored by Representative Marda Dillree. The Resolution was partially in response to Governor Olene Walker’s challenge to the Utah System of Higher Education (USHE) to have in place self-sustaining remedial academies by July 2004. In addition, Legislators were concerned that the State pays twice for preparing students to succeed in reading, mathematics, and writing in K-12 and again in higher education.

Some high school graduates do not develop requisite skills in reading, writing, or mathematics to be successful either in the workplace or in college. The same can be said about adults who return as non-traditional students. Thus, like colleges and universities across the country, the USHE must also offer courses in these areas for students who may benefit from taking and passing them in order to succeed in regular college classes.

Background

Remediation has been a core function of higher education for over three centuries. In the 17th century, Harvard College provided tutors in Greek and Latin for under-prepared students. In the 20th century, the G.I. Bill provided remediation for inadequately prepared students (College Remediation: The Institute for Higher Education Policy, 12/98). Nationally, between 76 and 80 percent of degree-granting two- and four-year institutions offer remedial courses in reading, mathematics, and writing. Ninety-eight percent of public two-year institutions and eighty percent of public four-year institutions offer remedial courses (NCES Statistical Analysis, 2000).

While the reasons for higher education to provide remedial work are varied, the major factor is the growing portion of the population who seeks a college education. The NCES 2000 report stated that 28 percent of entering first year students enrolled in one or more remedial courses (2000). Twenty-two percent enrolled in mathematics, 14 percent enrolled in writing, and 11 percent enrolled in reading. The

time these students spent in remediation was less than one year. According to the NCES, this pattern has remained constant from 1995 to 2000.

A number of states are reviewing the costs associated with remediation. Breneman and Haarlow (1998) estimated that nationally the cost of addressing the lack of basic skills is approximately \$1 billion paid by government. This figure does not include the costs borne by individual students, employers, or society for lost productivity caused by the lack of basic skills. The estimated cost nationally for lack of productivity or reduced productivity because of basic skill deficits is \$16.6 billion (J. Greene, Mackinac Center for Public Policy, 2000). The same study indicates that the return on investment for remediating students is far greater than its cost; students who remediate successfully will pay higher taxes over their lifetime. In addition, the costs of welfare and incarceration for those who lack basic skills is far greater than the amount spent up front on remediation.

Utah Legislative Resolution

The Legislative Resolution on Higher Education Remedial Classes supports efforts to ensure the success of college students and asks the USHE to review its remedial programs and to present more cost-effective options for remediation. The Resolution assumes that remediation is a significant problem in Utah. In addition, the Resolution calls for collaboration with K-12, so that the State is not duplicating funding to remediate high school graduates.

The Office of the Commissioner recently released new data on remediation in the USHE. While the national average of first-time students requiring remediation is 28 percent, Utah averages 16.6 percent. A study in 2001 conducted by the Commissioner’s staff indicated that two-thirds of first year students who require remediation were likely to be returning adults, not recent high school graduates.

Utah’s Response to the Resolution

Not all Utah schools are funded for providing remediation. All four public universities (the University of Utah, Utah State University, Weber State University, Southern Utah University) offer remediation on a self-support basis. Five USHE institutions are state funded, either solely or in part, for the remedial courses (Snow College, Dixie State College, College of Eastern Utah, Utah Valley State College, Salt Lake Community College). The majority of students needing remediation are served by these colleges and Weber State University. The following table details the FTE in Remedial Classes.

Budget-Related Remedial Instruction, 2002-2003 Academic Year

Institution	Credit Hours	FTE
Snow College	1,495	50
Dixie State College	12,756	425
College of Eastern Utah	2,370	79

Utah Valley State College	59,523	1,984
Salt Lake Community College	60,040	2,001
*Southern Utah University	249	8
*Weber State University	19,781	659
Total	160,929	5,363

*WSU and SUU are non-budget related

To keep the figures in perspective, the number of credit hours devoted to remediation throughout the entire system is 160,929. The number of credit hours for all courses is 3,438,300. The actual percentage of credit hours devoted to remediation systemwide is 4.7 percent.

Nonetheless, the USHE needs to study its remedial efforts to determine an accurate picture of who is served (demographics), what courses they take, their success rate in these courses, their success in regular college courses, their persistence to graduation, and the costs. These data are being collected, and a full report will be prepared for the Regents for the April meeting.

Options for Students Lacking Requisite Skills

Following is an array of options that could lead to more efficiencies in providing remedial programs. The USHE has an obligation to assure that all students, whether they enter postsecondary education from high school or as returning adults, are offered the tools to be successful in their academic studies.

Instructional Strategies - Current

- Remedial College Courses (below the 1000 level)
Study findings will demonstrate their effectiveness in preparing students.
- Paired courses
Remedial course paired with a college survival course, includes study skills
- Tutoring
- Support Laboratories
Lets students move at their own pace. Staffed with professional or peers with requisite skills
- Learning Communities
Study group cohorts that are managed by a professional
- Remediation Centers
Coordinates remedial services on college campus

Instructional Strategies - Under Development

- Non-budget Related Offerings
- On-campus Summer Experience
- Online Remedial Opportunities
Students will be able to satisfy requirements through online instruction utilizing a

collaborative approach from several USHE institutions hosted by the Utah Electronic College.

- Collaborative Efforts Between K-12 and Higher Education

- Systemic Change in the Teaching of Mathematics and Composition

- High school and college faculty in math and composition, having agreed upon the alignment of high school graduation standards and college admission standards, work with superintendents and high school principals to hold professional development for practicing teachers to improve their teaching and assessment skills in these areas. The high school and college faculty would work with teacher preparation programs so that new teachers are prepared with better pedagogical and assessment skills before they enter K-12 classrooms.

- Semi-annual Meetings Between High School Counselors and College Advisors

- High school counselors and college academic advisors meet to discuss high school preparation for admission to each college and university. Discussion of alignment of high school graduation requirements and college admission will be continuous.

- Remedial Academies Attached to High Schools. These academies would offer tutoring to high school students

- Possible K-12 Preparation

- Junior Level Assessment

- This assessment would determine student achievement in math and language arts skills. The senior year would include concentrated work to obtain these skills before high school graduation.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the preliminary report on remediation, raise questions, and expect to receive the full report at the next Regents' meeting in April.

Richard E. Kendell, Commissioner

REK/PCS
attachment

MEMORANDUM

March 3, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Proposed 2004-05 Fee Increases

Issue

USHE officials seek Regent approval for general student fee changes for 2004-05.

Background

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

As a general rule-of-thumb, the Regents have allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. If an institution proposes fee increases that exceed this rate, justification and evidence of student support has been required. As discussion of fee increases began for 2004-05, institutions and students believed the first tier tuition increase would be 4.5 percent. Although legislative intent language subsequently reduced the first tier increase to 3 percent, the first-tier increase of 4.5 percent adopted by the Regents in October has been designated as the threshold requiring additional support for 2004-05 fee increase requests.

Students at the University of Utah, Weber State University, and Utah Valley State College are proposing fee increases in excess of 4.5 percent for 2004-05. The University of Utah's 8.19 percent increase, or \$48.20 per year, is composed primarily of a \$22 increase in building support fees, about \$11 in student activity fees, a \$10 increase in athletic fees, and a \$4 increase in technology fees. WSU's 6 percent proposed increase of \$30 per year is made up of increases of \$33 for building bond fees and \$4 for athletic fees and decreases of about \$7 in student activity, building support, and other fees. The 10 percent or \$38 increase proposed by UVSC includes a \$30 increase in athletic fees, an \$8 increase in student activity fees, and other minor fee reallocations. Proposed fee increases at Southern Utah University, the College of Eastern Utah, and Salt Lake Community College are below the 4.5 percent threshold. Dixie State College is proposing no fee increases for 2004-05. Fee increase proposals for Utah State

University and Snow College will be hand-carried to the Regents meeting. More information on the proposed increases can be seen in Attachment 1.

Fee levels for 2004-05 had not been finalized for Utah State University or Snow College prior to mailing the agenda. If received, this information will be hand-carried to the meeting. Otherwise, Regents will have to finalize fees levels for these institutions at the April meeting. Utah College of Applied Technology tuition and fee increases for 2004-05 will be presented for Regent approval at a subsequent meeting.

Attachment 1 shows a summary of proposed fee changes for two semesters at the 15 credit hour level for seven of the USHE institution. Attachment 2 shows each institution's full 2004-05 fee schedule. Statistics for tuition shown on Attachment 2 incorporate a 3 percent first-tier and the proposed second-tier increases for each institution in 2004-05. Attachment 3 shows a 10-year history of fee increases for each institution. Attachment 4 includes letters from the student body organizations at the University of Utah, Weber State University expressing support for their fee increases in excess of 4.5 percent. A similar letter from student leaders at Utah Valley State College was not received prior to the printing of the agenda and will be hand-carried to the Board meeting.

Commissioner's Recommendation

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

Richard E. Kendell, Commissioner

REK/MHS/BLM
Attachments

UTAH SYSTEM OF HIGHER EDUCATION

Summary of Recommended 2004-05 Undergraduate Fee Changes
Fifteen Credit Hour Load for 2 Semesters

Institution and Fee Type	Increase from 2003-04	
	Dollars	Percent
University of Utah		
Student Activity/ Support Fees		
ASUU Fee	\$0.76	
Papers On Campus	\$10.00	
Recreation	\$0.48	
Fine Arts	\$0.04	
Building Support Fees		
Building Fee	\$20.00	
Fuel & Power	\$2.00	
Athletic Fees		
Athletics	\$10.00	
Health Fees		
Health	\$0.68	
Technology Fees		
Computer Fee Undergrad*	\$3.72	
Other Fees		
Publications	\$0.12	
Transportation	\$0.40	
Total Increase	\$48.20	8.19%

* UU is also proposing a separate Graduate Computer Fee Increase of \$3.80.

Utah State University
2004-05 data not available at the time of compilation

Weber State University		
Student Activity/ Support Fees		
Activity	(\$1.50)	
Recreation	(\$0.68)	
Building Bond Fees		
Building	\$33.08	
Building Support Fees		
Union Building	(\$4.86)	
Athletic Fees		
Athletic	\$4.12	
Health Fees		
Medical	(\$0.10)	
Technology Fees		
Student Computer Labs	(\$0.06)	
Total Increase	\$30.00	5.98%

Southern Utah University		
Technology Fees		
Computer	\$4.00	
Total Increase	\$4.00	0.87%

Snow College
2004-05 data not available at the time of compilation

Institution and Fee Type	Increase from 2003-04	
	Dollars	Percent
Dixie State College		
No changes		
Total Increase	\$0.00	0.00%
College of Eastern Utah		
Student Activity/ Support Fees		
Student Activity	\$4.90	
Student Operations Center	(\$1.00)	
Newspaper	\$0.70	
Intramurals	\$4.00	
Activity Card	\$0.40	
Recreation	0.40	
Radio	(0.40)	
Building Bond Fees		
Burtenshaw Bond	(\$6.00)	
Athletic Fees		
Athletics	\$5.00	
Health Fees		
Health & Wellness Center	\$10.00	
Technology Fees		
Computers	(\$9.00)	
Other Fees		
Police	\$1.00	
Total Increase	\$10.00	2.99%
Utah Valley State College		
Student Activity/ Support Fees		
Student Life & Leadership	\$8.04	
Building Support Fees		
Student Center Operations	\$1.40	
Athletic Fees		
Athletics	\$29.96	
Health Fees		
Wellness Center	\$0.56	
Other Fees		
Writing and Math Lab	(\$1.96)	
Total Increase	\$38.00	10.05%
Salt Lake Community College		
Student Activity/ Support Fees		
Activity	\$1.50	
Fine Arts/Lecture	\$1.00	
Recreation	(\$5.00)	
Publications/Media	(\$1.00)	
Athletic Fees		
Athletics	\$8.50	
Technology Fees		
Computer/Technology	(\$1.00)	
Total Increase	\$4.00	1.18%

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have a different distribution of the same total fee amount.

UTAH SYSTEM OF HIGHER EDUCATION

2004-2005 UNDERGRADUATE STUDENT TUITION AND FEES

Fifteen Credit Hour Load - Academic Year

**Preliminary - Subject to
Change & Regent Approval**

U of U	USU	WSU	SUU	Snow	Dixie	CEU	UVSC	SLCC
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Estimated Undergraduate Tuition (Based on 3% first-tier, preliminary second-tier)

Resident Students	\$3,364.00	\$2,723.00	\$2,343.00	\$2,589.00	\$1,493.00	\$1,536.00	\$1,504.00	\$2,336.00	\$1,833.00
Nonresident Students	\$11,774.00	\$9,009.00	\$8,202.00	\$8,543.00	\$6,254.00	\$6,718.00	\$6,307.00	\$8,180.00	\$6,414.00

Fees

Student Activity/ Support Fees	\$79.80		\$154.14	\$97.50		\$48.22	\$98.60	\$79.64	\$96.50
Building Bond Fees	0.00		135.30	213.00		111.80	50.00	136.92	111.00
Building Support Fees	188.80		91.26	0.00		40.06	88.00	61.60	54.00
Athletic Fees	100.52		86.32	81.00		47.62	59.00	84.84	43.50
Health Fees	34.92		40.34	10.50		3.00	22.00	17.72	12.00
Technology Fees	198.76		21.64	64.00		94.90	3.00	22.68	15.00
Other Fees	33.60		3.00	0.00		16.00	23.40	12.60	10.00
Total Fees	\$636.40	n/a	\$532.00	\$466.00	n/a	\$361.60	\$344.00	\$416.00	\$342.00

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have a different distribution of the same total fee amount.

Estimated Total Undergraduate Tuition and Fees (Based on 3% first-tier, preliminary second-tier)

Resident Students	\$4,000.40	n/a	\$2,875.00	\$3,055.00	n/a	\$1,897.60	\$1,848.00	\$2,752.00	\$2,175.00
Nonresident Students	12,410.40	n/a	8,734.00	9,009.00	n/a	7,079.60	6,651.00	8,596.00	6,756.00
Fees as a % of Resident Undergraduate Tuition	15.91%	n/a	18.50%	15.25%	n/a	19.06%	18.61%	15.12%	15.72%

UTAH SYSTEM OF HIGHER EDUCATION

March 3, 2004

HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

1995-1996 through 2004-05 Proposed

Fifteen Credit Hour Load -- 2 Semesters

Ten Year History and Proposed 2004-05 Amounts by Institution

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	Proposed 2004-05
U of U	\$434.40	\$440.10	\$448.80	\$500.00	\$512.00	\$525.70	\$540.24	\$582.20	\$588.20	\$636.40
USU	381.00	387.00	408.00	430.00	443.00	456.00	467.50	510.00	526.00	n/a
WSU	393.00	402.00	417.00	426.00	436.00	448.00	466.00	480.00	502.00	532.00
SUU	393.00	414.00	414.00	429.00	441.00	454.00	462.00	462.00	462.00	466.00
Snow	270.00	270.00	270.00	270.00	270.00	270.00	270.00	270.00	300.00	n/a
DSC	291.60	291.60	291.60	291.64	291.58	291.60	291.60	291.60	361.60	361.60
CEU	285.00	310.50	310.50	318.20	328.00	328.00	328.00	334.00	334.00	344.00
UVSC	264.70	280.00	280.00	301.84	318.00	320.00	340.00	354.00	378.00	416.00
SLCC	252.00	255.00	264.00	270.00	272.00	274.00	326.00	326.00	338.00	342.00
USHE ⁽¹⁾	\$329.41	\$338.91	\$344.88	\$359.63	\$367.95	\$374.14	\$387.93	\$401.09	\$421.09	\$442.57

Ten Year History and Proposed 2004-05 Percent Change from Prior Year by Institution

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	Proposed 2004-05	Average Yearly % Change ⁽¹⁾
U of U	1.76%	1.31%	1.98%	11.41%	2.40%	2.68%	2.77%	7.77%	1.03%	8.19%	4.13%
USU	2.42%	1.57%	5.43%	5.39%	3.02%	2.93%	2.52%	9.09%	3.14%	n/a	3.95%
WSU	7.38%	2.29%	3.73%	2.16%	2.35%	2.75%	4.02%	3.00%	4.58%	5.98%	3.82%
SUU	0.77%	5.34%	0.00%	3.62%	2.80%	2.95%	1.76%	0.00%	0.00%	0.87%	1.81%
Snow	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	11.11%	n/a	1.23%
DSC	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.00%	24.01%	0.00%	2.40%
CEU	4.97%	8.95%	0.00%	2.48%	3.08%	0.00%	0.00%	1.83%	0.00%	2.99%	2.43%
UVSC	1.15%	5.78%	0.00%	7.80%	5.35%	0.63%	6.25%	4.12%	6.78%	10.05%	4.79%
SLCC	0.00%	1.19%	3.53%	2.27%	0.74%	0.74%	18.98%	0.00%	3.68%	1.18%	3.23%
USHE ⁽¹⁾	2.17%	2.88%	1.76%	4.28%	2.31%	1.68%	3.69%	3.39%	4.99%	5.10%	3.23%

(1) Simple averages.

MEMORANDUM

March 3, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Capital Improvement Priorities for 2004-2005

Issue

Attached for review and approval by the Regents is the 2004-2005 Capital Improvement priority list to be submitted to the State Building Board for consideration.

Background

Capital Improvements, also called Alterations, Repairs and Improvements (AR&I), are infrastructure or remodeling projects, costing under \$1.5 million, which do not add new space. By statute, the Legislature must fund Capital Improvements before any new capital development project can be approved. The appropriation for improvements is determined by formula at either 0.9 percent or 1.1 percent of the value of all state buildings. The 2004-2005 appropriation is at the 0.9 percent level, or \$43,976,900. Higher education represents approximately 60 percent of all state buildings and is typically allocated the same percentage of Capital Improvement funding, or about \$26.4 million for 2004-2005. The State Building Board will approve final allocations on May 5, 2004.

USHE institutions work closely with the state Division of Facilities Construction and Management (DFCM) to develop a ranked list of requested improvements. Factors considered include age of buildings and mechanical systems, estimated replacement costs, safety and emergency conditions, and programmatic needs. Staff from the Office of the Commissioner and DFCM conduct annual campus site visits to evaluate the highest priority needs. While the USHE list of requests always exceeds the amount of funding available, this method of dedicating a consistent level of funding for Capital Improvements, of at least 0.9 percent, represents a very significant level of state support for Utah higher education.

Recommendation

It is the recommendation of the Commissioner that the Regents approve the list of Capital Improvement priorities for 2004-2005 and authorize its submission to the State Building Board.

REK/MHS
Attachment

Richard E. Kendell, Commissioner

MEMORANDUM

March 3, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Report and Potential Actions on Early Retirement Incentives

Issue

In response to questions raised at the January 16, 2004 Board of Regents meeting, additional data have been collected and the Council of Presidents has discussed the potential actions regarding early retirement incentives (ERI) at USHE institutions. Seven potential actions are provided for Regent consideration and approval.

Background

At the January board meeting, staff presented an issue paper on ERI based on a review of management, legal, and academic literature. This was a follow-up to earlier reports regarding the relativity and usage of these incentives. Before adopting the report's proposed actions, Regents asked that the potential actions be discussed with the Council of Presidents and that additional data be collected regarding three questions. The three questions, with summary responses for each, are provided below. Detailed responses by institution are shown in Attachment 1.

- ***Do institutions provide Medicare supplements in addition to or as part of ERI?*** No USHE institutions provide Medicare supplements in addition to early retirement incentives.
- ***What is the percentage of retiring employees who receive ERI?*** In 2002-03, USHE institutions had 267 employees retire, 37.5 percent (or 100) of whom retired before age 65 and received an ERI. Proposed action number 6 would provide the Regents with regular updates to monitor trends in this area.
- ***What is the number of employees on phased retirement in 2002-03?*** USHE institutions had 60 employees on phased retirement during 2002-03, 24 of whom began phased retirement that year.

After discussion with the Council of Presidents, the language of the proposed actions has been refined and one of the actions proposed at the January meeting, dealing with differential incentives for different classes of employees, has been removed. The seven proposed actions are listed on Page 2:

1. Affirm the use of ERI by USHE institutions as an appropriate elective instrument to manage financial and workforce needs of the institution.

2. Direct institutions to maintain permanent ERI which have terminating points of eligibility (typically prior to full-retirement age) and require administrative approval in order to manage the ongoing needs of the workforce. In cases of financial restructuring, institutions may consider temporary ERI windows with approval from the institutional Board of Trustees.
3. Establish that the maximum value of the stipend benefit provided as part of the ERI shall be no more than 12 months salary, with annual adjustments for cost-of-living increases if granted to all employees.
4. Establish that any health and dental insurance benefits provided to employees shall be provided only for contributing to the costs of health and dental insurance, and not as a cash payment, up until the date the ERI recipient is eligible for Medicare. Also, the amount provided for this insurance shall be no more than the amount provided for regular employees of the institution for five years.
5. Direct institutions to develop better internal mechanisms to track the usage of ERI and evaluate the effectiveness of their institutional plans.
6. Instruct the Commissioner's Office to work with institutions to report annually on the usage of and benefits of ERI at each institution.
7. Direct institutions to develop or evaluate other mechanisms which ease the transition to retirement for employees, including the effectiveness of pre-retirement counseling and opportunities for phased-retirement or bridge employment.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review and adopt the seven potential actions.

Richard E. Kendell, Commissioner

REK/MHS/BLM
Attachment

USHE Early Retirement Incentives**Issue Paper Follow-up: Additional Questions Raised by the Regents on ERI****Item 1**

Does the institution provide a Medicare supplement in addition to Early Retirement Incentives?

	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
Medicare Supplement?	No ⁽¹⁾	No	No	No	No	No	No ⁽²⁾	No ⁽³⁾	No

(1) UU provides a Medicare supplement for employees who take full retirement. The university pays 35% of the cost.

(2) CEU had previously offered a Medicare supplement to employees, but all of those ended as of June 30, 2003.

(3) UVSC employees may purchase their own Medicare supplement through EMIA.

Item 2

What is the percentage of employees who retire who receive an Early Retirement Incentive?

	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC	USHE Total
<u>FY 2002-03 Retirees</u>										
Total Retirees	149	56	17	11	3	4	2	17	8	267
Total ERI Recipients	26	33	14	7	2	2	2	8	6	100
% Receiving ERI	17.4%	58.9%	82.4%	63.6%	66.7%	50.0%	100.0%	47.1%	75.0%	37.5%

Item 3

What is the number of employees on phased retirement in 2002-03 and how many were new phased retirees?

	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC	USHE Total
<u>FY 2002-03 Phased Retirees</u>										
Total Phased Retirees	53	2	5	0	0	0	0	0	0	60
New Phased Retirees	23	0	1	0	0	0	0	0	0	24

MEMORANDUM

March 3, 2003

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Southern Utah University - Campus Master Plan

Issue

As indicated in the attached letter, Southern Utah University officials are requesting approval for the updated master plan for Southern Utah University. President Steven D. Bennion and Vice President Gregory L. Stauffer will be available at the Board meeting to review the plan approved by the Board of Trustees.

Recommendation

Assuming no concerns or issues regarding the proposed plan, please review and approve.

Richard E. Kendell, Commissioner

REK/MS/JV
Attachments

March 3, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Southern Utah University – Purchase of Property Near Campus

Issue

Regent Policy R710 requires the Board of Regents to review and approve all institutional requests for property acquisitions that commit institutional funds in excess of \$25,000.

Background

Southern Utah University proposes to purchase two adjoining residential properties near the campus which have become available. Purchase of these properties will provide SUU with a presence on 200 North Street, which is one of the main thoroughfares of Cedar City. The University proposes to purchase these properties for the appraised values of \$260,000 and \$97,000. Funds for this purchase will come from proceeds from a recent sale of property and from other institutional funds.

The University plans to add a privately-funded visitor's center and possibly a marquee sign at this location sometime in the future. The SUU Board of Trustees is expected to approve this purchase at its meeting on Thursday, March 11, 2004.

Recommendation

It is the recommendation of the Commissioner that the Board approve SUU's purchase of these properties at the appraised prices of \$260,000 and \$97,000.

Richard E. Kendell, Commissioner

REK/MHS
Attachment

MEMORANDUM

March 3, 2003

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Dixie State College - Campus Master Plan

Issue

As indicated in the attached letter, Dixie State College officials are requesting approval for the updated master plan for Dixie State College. President Robert C. Huddleston and Vice President Stan Plewe will be available at the Board meeting to review the plan approved by the Board of Trustees.

Discussion

In addition to showing the proposed location of a new Health Science building, the updated Master Plan for Dixie State College reflects new parking lots, and building designations.

Recommendation

Assuming no concerns or issues regarding the proposed plan, please review and approve.

Richard E. Kendell, Commissioner

REK/MS/JV
Attachments

MEMORANDUM

March 3, 2004

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. UofU and USU -- Capital Facilities Delegation Reports (Attachment 1). 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.

B. UofU – Sale of Donated Property (Attachment 2). Policy R710 requires Board of Regents approval for the sale of property. As stated in the attached letter from Vice President Arnold Combe, the University requests approval for the sale of three donated properties. Proceeds from the sale will be used as directed by the donors.

C. UCAT – Approved Tuition Rate Exception for SWATC. Similar in concept to the decision tree for other USHE institutions that determines whether a course is budget-related or self-supporting, UCAT has developed a decision tree to determine the budget status of its courses and programs. During the past year, general membership hour audits were completed at all UCAT campuses using the approved UCAT Membership Hour Decision Tree (May 2003). Auditors were asked to identify inconsistencies regarding how campus courses and programs were being classified as budget-related or self supporting.

One inconsistency identified through the audit process was the Swine Herd Management program being operated at Southwest ATC (SWATC). The Swine Herd Management program is operated in close conjunction with Circle Four Farms, a swine farm located in the Southwest region of the State and one of the major economic contributors for the area. The SWATC Swine Herd Management program for Circle Four Farms was originally discussed with the State Board of Education and was determined to be an economic development tool for the region which allowed the campus to claim the membership hours as budget related and to be eligible for state funding support. However, through a mutual oversight, the official paperwork was not completed and official approval for budget-related status was never received from the State Board of Education. This oversight was identified during the recent UCAT audits.

State Board of Regents
March 3, 2004
Page 2

One qualification that must be met for a UCAT course or program to be budget-related is that at least the approved UCAT tuition rate must be charged for the membership hours taken by an adult student. If a tuition rate lower than the UCAT approved rate is charged, an exception must be approved by both the UCAT Board of Trustees and the State Board of Regents before the UCAT campus can classify the course or program as budget-related.

The tuition for the SWATC Swine Herd Management program is less than the approved rate because these students are working for and using the resources of Circle Four Farms which enhances the economic development of this region. Currently SWATC is charging zero tuition for this program and would like to continue to do so. Using the exception process identified in the UCAT Membership Hour Decision Tree, SWATC brought forth a request for an exception to the approved UCAT tuition rate at the January 2004 UCAT Board of Trustees meeting, the exception request was approved and recommended to be forwarded to the State Board of Regents for their approval, because Utah Statute grants final authority for UCAT tuition approvals to the Board of Regents. Regents are asked to provide final approval of the SWATC exception request.

Richard E. Kendell, Commissioner

CHF/MHS/JV
Attachments

MEMORANDUM

March 3, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Update on Policy R513, *Tuition Waivers and Reductions*

Issue

Current Utah Code authorizes or requires USHE institutions to provide 16 different types of tuition waivers (see Attachment 1). For “Resident Meritorious or Impecunious Waivers” (Type 1a), the eligibility criteria simply specify that a student should be “meritorious or impecunious” (financially needy). For “Meritorious Nonresident Waivers” (Type 2a through 2c) and “Meritorious Nonresident Graduate Student Waivers” (Type 5), eligibility criteria specify that a student need only be “meritorious”. Neither state law nor Regent policy provides a definition for “meritorious” or “impecunious.” In response to questions raised by a number of Regents and Presidents, this information report summarizes how institutions are currently implementing and distributing waivers with the criteria of meritorious or impecunious.

Background

Tuition waivers in the Utah higher education date back to 1919, when 25 years prior to the Federal GI Bill, the Legislature created tuition waivers for “persons who have served in the army or navy of the United States during the recent world war.” In 1921, the scope of these waivers was broadened to include “meritorious and impecunious” students “to a number not exceeding ten per cent of the regular bona fide students registered.” Since that time, the number and type of waivers has expanded based on needs identified by the Legislature. A listing of each of these waivers, along with statutory and policy citations and a brief overview of the waiver is included in Attachment 1. For out-of-state students, existing law includes waivers for border students, reciprocal agreements, the Western Undergraduate Exchange program, summer school, and nonresident transition. For in-state students, waivers exist for senior citizens, wards of the state, the surviving spouse and dependents of police officers and firefighters killed in the line of duty, National Guard members, public school teachers, undocumented alien students who attended a Utah high school for three years and graduated, and students who have completed technologically-delivered sequential Mandarin Chinese courses through concurrent enrollment in high school.

During the 2004 General Session, the Legislature has considered four bills related to tuition waivers. One of these, which awards resident tuition waivers to Purple Heart recipients, has passed both bodies. A second, which would have originally awarded non-resident tuition waivers to members of the Utah National Guard, has been substituted. The substitute bill, which has also passed both bodies, allows Utah National Guard members to consider time spent in active duty as counting toward maintaining continuous residence in Utah for resident student purposes.

Of particular interest at this time are those waivers which are to be awarded to “meritorious” or “impecunious” students, as these criteria are not defined elsewhere. Institutions have established multiple standards for waivers based on merit. Because the type of merit is not specified, meritorious waivers for residents and nonresidents are awarded for students based on not only academic achievement, but also other areas, including leadership, citizenship, service, extracurricular activities (such as athletics, performing arts, journalism or debate), and organization specific awards (such as clubs, student associations, or student services groups). In addition, several levels of academic awards exist, ranging from those awarded at the institution level to those awarded by individual departments.

Waivers at the institution level awarded on the basis of academic merit have rigorous requirements related to high school or transfer GPAs, standardized test scores, and admissions index criteria. Most other meritorious waivers, including those awarded by academic departments or colleges, athletics, and other organizations have minimum requirements that must be met and maintained to receive the waiver. Minimum requirements vary based on the type of waiver. In addition, the decision-making body for each of these waiver awards has additional criteria which are used to determine merit in the designated area.

Although authorized, few waivers are awarded to resident students based on impecunious criteria. A report prepared in August, 2002, on waivers in the USHE, showed that only 1.5 percent of the resident meritorious and impecunious waivers were awarded to students based on impecunious criteria. Similar to the non-academic meritorious waivers mentioned above, impecunious waivers typically have minimum academic requirements but are awarded based on additional criteria which measure financial need.

Each institution differs in the distribution of academic and non-academic merit-based waivers. Though some institutions may have similar categories of waivers, the standards of merit which are used to award the waivers vary.

In summary, each USHE institution has developed a unique meritorious waiver program that not only provides different categories of waivers, but also awards the waivers based upon a complex set of different criteria. Without any official system guidance on standards, each institution has developed a waiver system that attempts to fulfill identified needs for merit and need-based student financial assistance given that institution’s circumstances.

Commissioner’s Recommendation

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

MEMORANDUM

March 3, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Proposed Review of Delegation of Responsibilities to Trustees and Presidents

Issue

Held over from the previous Board agenda was a proposed revision to R220, Delegation of Responsibilities to the President and Board of Trustees, which would have delegated authority to Trustees to approve certain types of financial transactions not already covered in Regent policy. However, rather than amend policy in a piecemeal fashion, the Commissioner proposes that a thorough review of delegation take place in order to provide Regents a summary update of the current status of delegation.

Discussion

Since the establishment of the Utah System of Higher Education in May 1969, the issue of delegation of authority has received considerable attention. One of the key tenets of the enabling legislation was “authority for the central board to delegate certain of its governance responsibilities to the institutional councils (later called Boards of Trustees) at the board’s discretion.”¹

For a lengthy period, delegations that the State Board of Regents (SBR) made to the Institutional Councils were informal and not subject to SBR policy. It was not until 1986 that the SBR constituted a formal policies and procedures manual and began to formally approve individual policies that delegated specific authorities to the local boards.²

In 1991, legislation changed the name of Institutional Councils to Boards of Trustees and directed the Board of Regents to establish guidelines defining the role of Trustees. Also in 1991, Regent policy R220 was adopted as a compilation of responsibilities and authorities delegated to Trustees. Policy R2220 has since been amended three times, most recently in 1998 to clarify Trustees’ role in presidential searches.

State Board of Regents
March 3, 2004
Page 2

Much of the current interest in delegated authority and responsibility revolves around heightened scrutiny of financial matters. Recent events in higher education and the business community have focused attention on board members' fiduciary role, particularly when it involves public funds. The review prepared for the Board will attempt to summarize the current status of delegation regarding financial transactions such as grants and contracts, leases, purchases, sales, especially in terms of threshold amounts which warrant approval.

While this is an appropriate time to review the current status of delegation, it is important to note that wholesale policy changes may not be needed at this time. Rather, the proposed review may reveal areas where fine-tuning of policy is justified. Staff will review existing policies and prepare suggested changes as needed, then prepare a circulation draft by approximately May 1, 2004, for possible consideration at the Board's meeting scheduled for June 3-4, 2004.

Recommendation

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

REK/MHS

Richard E. Kendell, Commissioner

1 N.C.Tarbox, May 2000

2 H.R.Eyring, January 13, 2000

MEMORANDUM

March 3, 2004

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

Issue

The intent of this information item is to provide Regents with a summary of a proposed operating use agreement between Utah Valley State College and the Provo Angels professional minor league baseball team. The proposed use agreement will commence with the team's 2005 season.

Background

Regents will recall that 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 were 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 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. DFCM will manage construction of the Stadium and playing field according to standards for professional baseball.

Estimated construction costs are \$3.8 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 are soon to be finalized.

UVSC has negotiated a proposed use agreement with the Provo Angels for the team to use the Stadium for a 40 game schedule beginning June 2005. The team will pay an annual use fee, starting at \$40,000 for 2005, with modest escalations over a ten-year period. The team will also pay an annual cleaning/maintenance fee of \$12,000 and an annual groundskeeper fee of \$10,000. UVSC is confident that these fee amounts will more than compensate for any additional expenses associated with use of the Stadium by the Angels.

State Board of Regents
March 3, 2004
Page 2

UVSC may use the Stadium during the professional league season when it is not being used by the team. Also, because the Stadium will share parking areas used by UVSC's McKay Events Center, the College and the team will attempt to minimize direct scheduling conflicts between the team's home games and events in the Center.

While both parties to this agreement are hopeful for a successful long-term partnership, the proposed use agreement has been drafted to include reasonable provisions for either party to withdraw during the course of the agreement. For UVSC, the College may elect to withdraw from the agreement based on lack of state appropriations needed to maintain the Stadium, an irreconcilable dispute with the team, or serious misconduct by representatives of the team which is detrimental to the UVSC community.

The proposed use agreement is similar to agreements in place when cities and counties agree to use of municipal stadiums by professional baseball teams. In preparing this agreement, UVSC and its Attorney General representative reviewed the current agreement between the city of Ogden and its Pioneer League team. An earlier draft version of this proposed use agreement was approved by the UVSC Board of Trustees on February 12, 2004.

Recommendation

No action is requested. Even though Vice President Peterson's letter mentions the need for approval, a "use agreement" such as this one does not require formal approval by the Board of Regents. This is an information item only.

REK/MHS

Richard K. Kendell, Commissioner

Attachments

MEMORANDUM

March 3, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Final Action on 2004-05 Tuition

Issue

Regents are asked to finalize first-tier and second-tier tuition increases for 2004-05, as well as approve one differential graduate tuition increase.

Background

During the October 2003 and January 2004 meetings, Regents took preliminary action to establish tuition rates for 2004-05. The first step was to adopt a first-tier tuition increase of 4.5 percent for the nine two- and four-year USHE institutions, setting aside the revenue from 0.5 percent of this increase for need-based financial aid. The second step was to discuss preliminary second-tier ranges with Presidents at the January meeting.

As the 2004 General Session concludes, two pieces of legislative intent language impact how 2004-05 tuition will be set and how the expected revenues will be used. The tuition intent language initiated by the Higher Education Appropriations Subcommittee is summarized in the bullets below:

- The Legislature has included in Senate Bill 1 intent language which states “that the proposed 4.5 percent first tier tuition increase for FY 2005 be reduced by 1.5 percent. The remaining 3.0 percent tuition increase shall be used to cover the compensation package.”
- Additional intent language in Senate Bill 1 limits undergraduate second-tier tuition increases to not exceed specified amounts for each institution. These amounts are University of Utah 7%, Utah State University 6%, Weber State University 7%, Southern Utah University 8%, Snow College 6%, Dixie State College 5%, College of Eastern Utah 5%, Utah Valley State College 11.5%, and Salt Lake Community College 5%.

Despite the state’s somewhat improved economic circumstances for 2004-05, the lack of state funding support to USHE for basic operating functions -- such as 90 percent of the unfunded growth, unfunded fuel and power cost increases, operation and maintenance cost of facilities, and cost-of-living increases equal to inflation for faculty and staff – places additional stress on tuition as a revenue source.

As a result, tuition increases become a necessary source of revenue to maintain quality programs and access to higher education.

First-tier Increases – To comply with Legislative intent language, Regents will be asked to decrease first-tier from 4.5 percent to 3.0 percent, removing the 0.5 percent increase which was to be dedicated for need-based student financial aid and 1.0 percent of the increase which was needed to cover tuition's share of the compensation package requested in the USHE 2004-05 Budget Request.

The amount of tuition necessary to match the compensation package has been reduced because of a lower-than-requested legislative compensation package. Instead of the 3 percent salary increase requested by the Regents, the Legislature has provided a 1 percent salary increase plus a one-time salary bonus of slightly less than 1 percent. Regents may remember that originally the Commissioner's recommendation was a total 4.0 percent increase consistent with the original recommendation of a 2.5 percent salary increase. The Board decided to recommend a larger salary increase, and commensurately, a larger tuition increase.

Both of the legislative salary-related increases require new tuition revenue to fund about one-third of the salary-package. Also, a portion of the financing required for increases in health and dental premiums and the state retirement rate must come from first-tier tuition. The health and dental insurance amounts funded by the Legislature of 5.49 percent and 2.7 percent, respectively, are also less than half of the 12 percent increase requested by the Regents.

Preliminary calculations by Commissioner's staff show that each USHE institution would have sufficient tuition revenue from a 3 percent first-tier increase to cover the required obligations for the compensation package. As details about the appropriations act from the Legislative Fiscal Analyst are received, these conclusions will be verified and reported to the Regents during the March meeting.

Second-tier Increases – Intent language limitations on second-tier tuition levels and requirements to cover budget needs from internal reallocations – including one-fourth of the unfunded enrollment, operations and maintenance, and fuel and power increases not funded by the Legislature – impact institutional second-tier proposals. Attachment 1 summarizes the preliminary second-tier tuition proposals for each institution. Some institutions have maintained a range and will provide the final second-tier proposal for the Regents to consider at the March meeting. A replacement Attachment 1 which summarizes the final second-tier tuition proposals will be hand-carried to the meeting.

Differential Graduate Increases - Master Plan 2000 recommended greater flexibility in setting and budgeting tuition at USHE institutions. As a result, officials at the University of Utah, Utah State University, Weber State University, and Southern Utah University proposed differential tuitions for graduate programs based on demand for specific programs, earnings potential for graduates, the societal importance of the program, and other factors. Increased revenues from these differential tuitions are to benefit the impacted programs. Regent Policy R510-3.6 allows for these differential tuition increases. To date, 26

graduate programs have differential tuition schedules. While most differential graduate tuitions are more than regular graduate tuition (such as law, business, and medicine), graduate tuition for Teaching and Learning; Education, Culture, and Society; and Special Education at the University of Utah are lower.

At this time, officials from the University of Utah seek to implement additional graduate tuition differentials for students in the MBA program and other Business Master's programs. As described in the materials from Associate Vice President Paul Brinkman in Attachment 2, the proposal is to increase the graduate tuition differential from the current level of \$58 per credit to \$91.50 per credit hour in 2004-05 and to \$125 per credit hour in 2005-06. When fully implemented, annual tuition for a full-time graduate student in business would increase by \$1,340. The justification for this additional increase is based on two criteria. First, the David Eccles School of Business faces significant financial needs, particularly related to competitive faculty salary levels and sufficient full-time faculty. Second, tuition for graduate business programs at the University of Utah is the lowest among the top ten public university business schools in the West. About 600 students each year would be impacted by the tuition increase.

Other Background Material – In addition to state funding levels, Regents have considered a number of other indicators when setting tuition, such as inflationary increases in the Consumer Price Index and Higher Education Price Index, regional and national tuition increases, and comparisons of tuition and feel levels at Western higher education institutions. Attachment 3 summarizes this information.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the preliminary action on tuition given the outcomes of the 2004 Legislative Session, and then:

- Finalize the first-tier increase at 3 percent, consistent with legislative intent language;
- After discussing the intent language second-tier limits and reallocation requirements mandated by the Legislature, review the final second-tier increase proposals for each institution as described in the replacement Attachment 1 (to be hand-carried to the meeting), and finalize the second-tier increases, and;
- Discuss the differential graduate tuition proposal for the University of Utah MBA and Business Master's programs, and if satisfied that this increase supports the objectives of Master Plan 2000 and needs of the program, approve the increase.

Richard E. Kendell, Commissioner

March 3, 2004

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 January 16, 2004 at Board of Regents' offices in Salt Lake City, Utah (Attachment 1)
2. Grant Proposals - Approval to submit the following proposals:
 - A. University of Utah – Public Health Service/National Cancer Institute; “Small Animal Imaging Facility;” \$3,979,823. Mario R. Capecchi, Principal Investigator.
 - B. University of Utah – Prime Flow Thru/Utah State University; “Natural History of CMV-Related Hearing Loss & The Feasibility of CMV Screening as Adjunct to Hearing Screening in the Newborn;” \$7,101,758. James F. Bale, Jr., Principal Investigator.
 - C. University of Utah – Sports Medicine Research & Testing Lab; “Sports Medicine Research & Testing Laboratory at the University of Utah;” \$6,058,586. Dennis J. Crouch, Principal Investigator.
 - D. University of Utah – National Institutes of Health; “Center for Integrated Biomedical Software Systems (CIBSS);” \$22,233,077. Christopher Johnson, Principal Investigator.
 - E. University of Utah – National Institutes of Health; “Nicotine Addiction Factors in Native American Youth;” \$8,939,108. Edward Clark, Principal Investigator.
 - F. University of Utah – Defense Advanced Research Projects Agency (DARPA); “Coherent Terahertz Imaging with cw Sources and Electro-Optic Detection;” \$1,669,096. Ajay Nahata, Principal Investigator.
 - G. University of Utah – National Institutes of Health; “Positional Identity in the Zebrafish Embryo;” \$5,913,764. David J. Grunwald, Principal Investigator.

- H. University of Utah – Public Health Service; “Center for Integrated Biomedical Software Systems;” \$22,234,517. Christopher Johnson, Principal Investigator.
- I. University of Utah – Public Health Service; “Interdisciplinary Training Program in Computational Bioengineering;” \$2,670,467. Robert S. Macleod, Principal Investigator.
- J. University of Utah – Public Health Service - National Institute of Drug Abuse; “Nicotine Addiction Factors;” \$8,939,108. Edward B. Clark, Principal Investigator.
- K. University of Utah – Public Health Service; “Collecting Duct Endothelin-1 and Hypertension;” \$2,096,186. Donald E. Kohan, Principal Investigator.
- L. University of Utah – National Science Foundation; “ISGA: Gene Targeting in Plants;” \$2,291,849. Gary N. Drews, Principal Investigator.
- M. University of Utah – National Science Foundation; “Computational Tools of Multiscale Dynamical Modeling of Blood Clotting and Vascular Biology;” \$4,000,000. Aaron L. Fogelson, Principal Investigator.
- N. University of Utah – Public Health Service; “Genetics and Surveillance in Familial Pancreatic Cancer;” \$5,816,836. James A. Disario, Principal Investigator.
- O. University of Utah – National Institutes of Health; “Animal Facility for New Moran Eye Center;” \$2,680,838. A. Lorris Betz, Principal Investigator.
- P. Utah State University – USDOD Missile Defense Agency; “RAMOS Rosoboronexport Addendum 21;” \$6,937,800. Thomas Humpherys, Principal Investigator.
- Q. Utah State University – Department of Health & Human Services; “Mechanistic Studies on FE(II) Dependent Methionyl Athionyl Aminopeptidases;” \$1,416,032. Richard C. Holz, Principal Investigator.
- R. Utah State University – Department of Health & Human Services; “The Natural History of CMV-Related Hearing Loss and the Feasibility of CMV Screening as Adjunct to Hearing Screening in the Newborn;” \$21,089,077. Karl White, Principal Investigator.
- S. Utah State University – National Science Foundation; “Methodology for Multi-Platform Watershed Health Monitoring Sensors, Data Collection Networks, Data Assimilation, and Model-Data Interactions;” \$1,598,409.18. W. Kemblowski, Principal Investigator.
- T. Utah State University – USDOD US Air Force; “RAMOS - MIC 4;” \$7,471,176. Joseph J. Tansock, Principal Investigator.

- U. Utah State University – Missile Defense Agency; “RAMOS Critical Design Review Phase - Phae II Inclination;” \$1,293,581. Tom Humpherys, Principal Investigator.
- V. Utah State University – Colorado University Laboratory of Atmospheric and Space Physics; “Aeronomy of Ice in the Mesosphere;” \$3,044,533. Brandon Paulsen, Principal Investigator.
- W. Utah State University – National Institutes of Health; “The Cache County Type 2 Diabetes Prevention Project;” \$1,157,345. Edward M. Heath, Principal Investigator.
- X. Utah State University – National Science Foundation; “\$Dreamcatching: Engineering, Math and Science Partnerships with Native Americans;” \$10,344,074. Christine Hailey, Principal Investigator.
- Y. Utah State University – Lockheed Martin Mission Systems; “Tactical Input Segment;” \$1,419,375. Niel Holt, Principal Investigator.
- Z. Utah State University – Microbiosystems; “Detection Systems for Biological and Chemical Countermeasures;” \$1,906,715. Linda Powers, Principal Investigator.
- AA. Utah State University – Raytheon; “Hyperspectral Environmental Suite (HES);” \$3,408,398. Bob Anderson, Principal Investigator.
- BB. Utah State University – National Science Foundation; “NIRT: Atom-scale Silicon Integrated Circuits for Quantum Computation;” \$2,000,000. T-C Shen, Principal Investigator.
- CC. Utah State University – National Science Foundation; “FIBR: Computation as an Interpretative Framework in Integrative Biology;” \$3,785,475. Keith A. Mott, Principal Investigator.
- DD. Utah State University – US DOD Missile Defense Agency; “RAMOS Joint Critical Design Review;” \$1,293,581. Thomas Humpherys, Principal Investigator.
- EE. Utah State University – Colorado University Laboratory of Atmospheric and Space Physics; “Aeronomy of Ice in the Mesosphere (AIM) Phase B for the Solar Occultation for Ice Experiment (SOFIE) Instrument and Science;” \$3,044,533. John Kemp, Principal Investigator.
- FF. Utah State University – National Science Foundation; “Dream Catching: Engineering, Math and Science Partnerships with Native Americans;” \$10,344,074. Christine E. Hailey, Principal Investigator.
- GG. Utah State University – National Science Foundation; “Evaluative Research of Accommodations, Interventions, Modifications and Strategies (E-RAIMS);” \$2,484,608. Margaret Lubke, Principal Investigator.

- HH. Utah State University – National Science Foundation; “NEESR-SG, Structural Health Monitoring and Field Testing of Existing Highway Bridges;” \$2,368,213. Marvin W. Halling, Principal Investigator.
 - II. Utah State University – Department of Health and Human Services; “The Cache County Type 2 Diabetes Prevention Project;” \$1,157,345. Edward M. Heath, Principal Investigator.
 - JJ. Utah State University – Lockheed Missiles and Space Company, Inc., “Tactical Input Segment;” \$1,419,375. Niel S. Holt, Principal Investigator.
 - KK. Utah State University – Raytheon; “Hyperspectral Environmental Suite (HES) - Raytheon;” \$3,408,398. Robert E. Anderson, Principal Investigator.
 - LL. Utah State University – Microbiosystems; “Detection Systems for Biological and Chemical Countermeasures;” \$1,906,715. Linda S. Powers, Principal Investigator.
 - MM. Utah State University – Duke University; “Epidemiology of Alzheimer’s Dementia in Cache County, Utah;” \$1,194,294. Maria C. Norton, Principal Investigator.
3. Grants Awarded
- A. University of Utah – University of California/Lawrence Livermore; “Center for Simulation of Accidental Fires and Explosions (C-Safe), Second Project Period. Prime USDOE (W7405ENG48); \$2,750,000. John W. Pershing, Principal Investigator.
 - B. University of Utah – Pew Charitable Trusts/School Program; “Campaign and Media Legal Reform Center;” \$2,200,000. Kirk L. Jowers, Principal Investigator.
 - C. Utah State University – US DOD Missile Defense Agency; “RAMOS Task Order 12;” \$3,716,021. Thomas Humpherys, Principal Investigator.
 - D. Utah State University – NASA Langley Research Center; “Geostationary Imaging Fourier Transform Spectrometer (GIFTS);” \$2,661,059. Gail Bingham, Principal Investigator.
 - E. Utah State University – Lockheed Missiles and Space Company, Inc.; “Tactical Input Segment;” \$1,402,185. Niel S. Holt, Principal Investigator; Lance D. Fife, Co-Principal Investigator.
4. Annual Summary of Grants Awarded (Attachment 2)
5. Proposed Revision to Policy R853, Transition and Retirement Provisions for Chief Executive Officers (Attachment 3). It is proposed that this policy be amended to eliminate section 4.1 which requires Chief Executive Officers to retire or return to the faculty at the age of 65.

6. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held April 16, 2004, at the State Board of Regents' 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.

Richard E. Kendell, Commissioner

RK:jc
Attachments

MINUTES OF MEETING
 UTAH STATE BOARD OF REGENTS
 DAVIS APPLIED TECHNOLOGY COLLEGE, KAYSVILLE, UTAH
 JANUARY 16, 2004

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MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
DAVIS APPLIED TECHNOLOGY COLLEGE, KAYSVILLE, UTAH
JANUARY 16, 2004

Regents Present

Nolan E. Karras, Chair
E. George Mantes, Vice Chair
Linnea S. Barney
Daryl C. Barrett
Bonnie Jean Beesley
William Edwards
David J. Grant
James S. Jardine
Michael R. Jensen
Charles E. Johnson
David J. Jordan
David L. Maher
Jed H. Pitcher
Sara V. Sinclair
Maria Sweeten

Regents Excused

Jerry C. Atkin
Kim R. Burningham
Marlon O. Snow

Office of the Commissioner

Richard E. Kendell, Commissioner
David Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Jerry H. Fullmer, Director of Information Systems
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
Brett Neumann, Legislative Intern

INSTITUTIONAL REPRESENTATIVES

University of Utah

A. Lorris Betz, Interim President

Utah State University

Kermit L. Hall, President
Ron Godfrey, Vice President for Business and Finance
Richard W. Jacobs, Budget Director

Weber State University

F. Ann Millner, President

Norman C. Tarbox, Jr., Vice President of Administrative Services

Southern Utah University

Steven D. Bennion, President

Snow College

Michael T. Benson, President

Dixie State College

Robert C. Huddleston, President

Phil Alletto, Vice President for Student Services

College of Eastern Utah

Ryan L. Thomas, President

Utah Valley State College

William A. Sederburg, President

Cameron Martin, Assistant to the President

Douglas E. Warner, Associate Vice President for Finances and Human Resources

Salt Lake Community College

Judd D. Morgan, Interim President

Julie Curtis, Assistant to the Academic Vice President

Rand A. Johnson, Executive Assistant to the President

Donald L. Porter, Vice President of Business Services

Trenton Kemp, Student Body President

Utah College of Applied Technology

Gregory G. Fitch, President

Linda Fife, Vice President for Academic and Student Services

Sandra A. Grimm, Assistant to the President and Credentials/Graduation Analyst

Michael J. Bouwhuis, Campus President, Davis Applied Technology College

Jay Greaves, Davis Applied Technology College

Joe Osborne, Davis Applied Technology College

Barbara Rich, Davis Applied Technology College

Representatives of the Press

Andrew Kirk, *Utah Daily Chronicle*

Shinika A. Sykes, *Salt Lake Tribune*

Stephen Speckman, *Deseret Morning News*

Melinda Williams, *Davis County Clipper*

Others

William T. Evans, Education Division Chief, Office of the Attorney General

Kenneth E. Nye, Program Director, Capitol Development, DFCM

Laura Pack, LDS Student Association
Kevin Walthers, Office of the Legislative Fiscal Analyst

COMMITTEE OF THE WHOLE

The Regents began with a luncheon meeting with the Utah College of Applied Technology Board (UCAT) of Trustees and the Davis Applied Technology College (DATC) Board of Directors. Following meetings of the Board committees, Vice Chair Mantes welcomed everyone and called the meeting of the Committee of the Whole to order at 3:35 p.m. He explained that he would be serving to assist the Chair to relieve Chair Karras's current heavy schedule. Regent Karras would remain as Chair and the Board's Executive Committee will meet from time to time to provide assistance as needed. Vice Chair Mantes asked that concerns be brought to him rather than to Chair Karras for the next few months.

Possible Ranges of Second-Tier Tuition

Chair Mantes called attention to Tab O and polled the Presidents regarding their anticipated increases for second-tier tuition. He explained that this information would be taken to the Legislature for discussion.

UCAT – President Fitch said UCAT was anticipating an increase of an additional 5¢ per hour, bringing tuition up to \$1.05 per hour. UCAT administration is examining the implications of tiered tuition and are undergoing a three-year overview to bring all UCAT campuses in line and make projections to the students.

WSU – President Millner said Weber was proposing a 7% second-tier tuition, to be used for high-demand courses, expanding instruction, student support needs (financial aid, etc.), and compensation.

UofU – President Betz said the University of Utah was anticipating a 5-7% second-tier tuition increase. Graduate-level courses may be higher, which would reduce the increase for undergraduate level courses. Compensation is the University's highest priority.

SUU – President Bennion said SUU was expecting a 5-8% increase, to be used for mandated costs. He said compensation was the University's top budget priority.

UVSC – President Sederburg said he would anticipate a 7-10% increase to cover state costs and for adjunct faculty.

CEU – President Thomas said CEU would increase their second-tier tuition by 3-5% to cover state costs, with an additional 2% for compensation.

SLCC – President Morgan said SLCC would request an increase of 3-5%, for a total tuition increase of 7½ to 9½ percent. The entire increase would be used for compensation.

USU – President Hall said he would request a 4% increase, with \$1.2 million to be used for permanent funding for libraries. The remainder would be split between merit-based additional compensation and fuel and power deficits, depending on what action the Legislature takes.

Snow – President Bennion said he anticipated a 4-6% increase to be used for instruction. This would cover one or two adjunct faculty positions.

Dixie – Vice President Alletto said Dixie would request a 3-5% increase which would be used first for compensation and then for unfunded student needs.

Regent Jordan commended President Hall for the carefully crafted way he had involved students so that the Regents had a level of confidence that he had the support of his student body. The Regents want to know that the Presidents have the support of their students.

President Sederburg pointed out that the projected estimates were contingent upon what the Legislature does in this session. The estimates given were the Presidents' best estimates, but there is a lot of variability in the beginning assumptions. In terms of an actual dollar increase, at UVSC one percent equals \$13 per semester or \$26 per year. A 7% increase would cost the students an additional \$161, calculated on the Governor's budget recommendation, mandated costs, fuel and power costs, etc.

Regent Sweeten moved, seconded by Regent Sinclair, that these ranges be taken to the Legislature for discussion.

Chair Karras said he had been meeting with student groups. Students say they are supportive, but they are concerned about the constant increases in tuition. This would be the fourth year where the total increase in tuition would exceed 10 percent. It is not easy for the students. Over 50 percent of our students qualify for financial aid. Compounded, we are approaching a 50 percent increase in tuition over the past four years. He urged the Regents to send a signal to the Legislature that we cannot continue to do this, and we need clear thinking on how this will be funded. As a society, we are at a crossroads in Utah on whether or not we can fund education in a way that makes sense. How long will we continue to be able to educate the students in this state?

Regent Jordan said if this issue did not require a vote, he would prefer not to vote. The students have not finished the Truth in Tuition hearings on their own campuses. Regent Jardine agreed. **The motion and second were withdrawn.**

Regent Sweeten said she had attended a retreat of the SLCC Board of Trustees. Their board has created a Revenue Generation Committee to look at alternative ways to raise revenue. She suggested that it might be worthwhile for all of the Boards of Trustees to investigate these alternative sources, as everyone shares in this challenge.

Commissioner Kendell introduced Trent Kemp, President of the Utah Council of Student Body Presidents and Student Body President at Salt Lake Community College. Trent said the students were all concerned about the trend in increasing tuition. They realize the need for faculty to be adequately com-

pensated. The student body presidents are in support of funding the underfunded students, and this is their main priority this year. They will be talking to the Legislators to encourage this priority, but it will take a combined effort of the students, Presidents and Commissioner's Office to make this a focus. Trent said the students support the Regents, and he thanked the Regents for their support of the underfunded students.

Legislative Priorities

Commissioner Kendell referred to the preliminary schedule for the Higher Education Appropriations Subcommittee meetings which was found in the Regents' folders. He spoke of the value of having at least one Regent attend each meeting and asked the Regents to let Associate Commissioner Buhler know when they would be able to attend committee meetings during the Session.

The Commissioner referred to the Operating Budget Comparisons between the Governor's recommendation and the Regents' budget request (Attachment A to Tab P). Commissioner Kendell said he and Associate Commissioner Buhler had been meeting with legislators individually. A common theme is that the state has fixed obligations – Medicaid, State Retirement Fund, debt service, and one-time funding obligations need to be replaced with ongoing money. There is not much money left after these commitments have been met. Unfortunately, higher education has not yet fallen into the category of a "fixed obligation." That should be one of our goals. The Commissioner's Office will keep the Regents and Presidents updated as schedules change.

Salt Lake Community College Metro Campus

Chair Mantes said this item had been on the agenda (Tab H) for the Finance Committee, but it was deferred for discussion by the full Board.

Commissioner Kendell reviewed the issue. Salt Lake Community College saw a good opportunity to move into the downtown area and entered into a lease agreement in 2001. Conditions then became difficult. For the safety of the students, the building was closed and the owner was pressured to make some of the necessary corrections. This was complicated further when the owner filed for bankruptcy. It is an enforceable 10-year lease with escalations over time and is a real obligation for SLCC. From a business and operational standpoint as well as a programmatic standpoint, this would be a good opportunity to have a downtown campus with permanent funding and a purchase, as opposed to an ongoing (relatively costly) lease agreement. It has been proposed that the College move ahead, with College officials and the Commissioner's Office exploring funding options.

President Morgan said the downtown population needs to be served. Several companies would like to partner with the College if the facility is purchased. The College would be able to program and utilize the 38,000-square-foot building if it can be purchased. A downtown campus would also satisfy part of the College's mission statement. Corrections have been made to the building and it is now safe for occupancy.

Regent Pitcher moved that the Board support and approve the purchase of the Salt Lake Community College Metro Campus building located at 115 South Main Street for the reasons and on the terms described in the letter in the Regents' folders dated January 16, 2004 from Donald L. Porter,

Vice President of Business Services for the College, to Commissioner Richard E. Kendell, with such reasonable and immaterial modifications thereto, without increasing the purchase price or other consideration paid for the purchase, as the Commissioner and the College President deem necessary. The foregoing approval is further subject to legislative approval and available financing. The meeting was seconded by Regent Jensen.

Assistant Attorney General Bill Evans said “legislative approval” may not be realistic. The College has a deadline of Wednesday, January 21, to get Regent approval. He recommended amending the motion to say “consultation with legislative leadership” by that date and subject to the refinancing issues previously mentioned. **Regent Pitcher amended his motion to “...The foregoing approval is further subject to consultation with legislative leadership and available financing.”**

Chair Karras asked what would happen if, after “consultation with legislative leadership,” the legislature did not approve of the plan. Mr. Evans said in that event, the College would have the option to find that the building is not suitable and to not carry on with the purchase. Today’s action would not be the final approval in the process of making it a permanent deal with the bankruptcy trustee and the other parties to the bankruptcy.

Regent Pitcher agreed to change his motion to “favorable consultation with legislative leadership.” Vote was taken on the amended motion, which carried. Regent Jardine noted for the record that he had abstained from voting on the motion.

Reports of Board Committees

Academic, Applied Technology and Student Success Committee

Revisions to Policy R401, Approval of New Programs, Program Changes, and Discontinued Programs (Tab A). Chair Jardine said the committee had been working on language to revise this policy. A summary of that process was found on the first page of the policy. Language will be added to clarify that where internal reallocation is to be made (see paragraph 3), the information submitted by the institutions about programs to be adjusted will be treated confidentially. In general, the committee was satisfied that the latest revision to the policy had captured the committee discussion. Regent Sinclair asked how the Presidents felt about these changes. Chair Jardine said concern had been expressed by the Council of Presidents (COP) and the Chief Academic Officers (CAOs) that the restrictions in the moratorium were counterproductive because there were things the institutions wanted to do which would be limited by the moratorium. The committee talked about removing the moratorium and leaving the process to the Program Review Committee (PRC). Chair Jardine said the committee had been sensitive to this issue and had agreed to postpone voting until later in the calendar year.

Associate Commissioner Winn said the Commissioner’s Office was still receiving letters from the institutions who believe that their programs meet these criteria. Regent Sinclair asked how long the process to make a change normally takes. Dr. Winn said that depends on the quality of the proposals. The Letter of Intent must contain all necessary data or it will go back to the institution. If all criteria are met, the proposal is submitted to the PRC and then on to the Academic Committee. She referred to the flow charts in Appendices

A, B and C, which explain the process. It is important that proposals be reviewed by multiple constituencies. Chair Jardine said a fast track approval process for justifiable reasons is also permitted by the policy. The Program Review Committee believes that a worthy proposal will come through the process without much delay.

Applied Technology Education Study/ATE Regional Planning (Tab B). Chair Jardine said the Legislature had adopted intent language that a study be done to see if there was an overlap in applied technology education (ATE) within the System. This is an ongoing process. The committee discussed a proposed regional planning process with elements specified in the Commissioner's cover memo to Tab B. The committee discussed the proposal at length, particularly the last bullet point on page 2 of the memo: "No new degree or certificate of completion proposals will be received, reviewed or approved by the Board of Regents unless the regional master plan is in place, and these programs appear on the plan." Chair Jardine said this was problematic for at least one reason. If one of our institutions had a new degree or certificate proposal that the Board favored, it could not be approved unless it had been cleared by the regional planning approval process. The proposal will be reviewed and may be rewritten. It was also discussed that regional planning may vary between regions. Chair Jardine asked that the policy not preclude what might be happening in other regions.

President Morgan said sometimes programs are unique in that they need to start up immediately to help a business. He asked if the proposed policy would delay that response. Chair Jardine said it was clearly expressed that the committee did not want the regional planning process to preclude this kind of thing happening. Flexibility must be included.

Information Calendar (Tab C). Chair Jardine said the committee had reviewed the name changes from the University of Utah and Utah State University and the restructuring of the Department of Theatre and Communication at UVSC and no questions had been raised.

Finance, Facilities and Accountability Committee

Chair Pitcher said the committee had not completed its agenda and some items would be deferred to the next Board meeting.

USHE – Authorization to Seek Revenue Bond Financing (Tab D). Chair Pitcher said the Board must formally approve a list of revenue bond projects annually to be forwarded to the Legislature for approval. Utah State University has a \$40 million project for housing, parking and food services improvements which the Board had reviewed in an earlier meeting. A second project requests \$11 million for repayment of internal debt to make badly needed improvements to Romney Stadium, including new turf, and improvements to the Nelson Field House. The third project is the purchase of the remainder of the Board of Regents Building in The Gateway. **Regent Pitcher moved that these projects be forwarded to the Legislature for revenue bond authority. The motion was seconded by Regent Jensen and carried unanimously.**

USHE – Proposed Revision to Policy R205, *Presidential Appointment, Term of Office, and Compensation and Benefits* (Tab E). Chair Pitcher reported that the revision was a minor addition to the policy which would require an annual report of total compensation for Presidents and the Commissioner. This report will be presented to the Board in the fourth quarter of each year. **Regent Pitcher moved approval of the revision to Policy R205. The motion was seconded by Regent Johnson and carried.**

USHE – Proposed Revision to Policy R590, Issuance of Revenue Bonds for Facilities Construction or Equipment (Tab F). Chair Pitcher explained that this would add an annual report on bonded indebtedness. The committee amended to the proposed new section to read:

3.7 Associate Commissioner for Finance and Facilities to Submit an Annual Report of Bond Debt – The Associate Commissioner for Finance and Facilities shall prepare and submit to the Board an annual report which summarizes institutional and system bonded indebtedness, relative to nationally recognized standards for financial strength, associated with institutional or system revenue bonds, and shall include a summary of State of Utah General Obligation Bond debt associated with USHE capital development.

Chair Pitcher moved approval of the revision to Policy R590 as amended. The motion was seconded by Regent Sinclair and carried.

USHE – Report on Early Retirement Incentives (Tab G). Chair Pitcher said the committee had not taken action on this report, pending further review by Presidents and additional data suggested by the committee. He recommended that the Regents read the Commissioner's cover memo. Chair Pitcher commended Associate Commissioner Spencer and his staff, particularly Assistant Commissioner Mortensen, for the preparation of this report. Regent Jensen asked if Early Retirement Incentives were funded with current dollars or projections. Chair Pitcher said current dollars were used.

Consent Calendar (Tab I). Chair Pitcher called attention to Replacement Tab I and noted that the results of the reports on the Consent Calendar were more favorable than they had been for the past two years. **On motion by Chair Pitcher and a second by Regent Jensen, the following items were approved on the committee's Consent Calendar:**

- A. OCHE – Money Management Reports
- B. UofU – Capital Facilities Delegation Reports
- C. UofU – Sale of Donated Properties
- D. OCHE – Discretionary Funds Report

USHE – Report on Tuition Waiver Procedures (Tab J). Chair Pitcher said this was an excellent report, and it will be reviewed by the committee in March.

USHE – Update on Legislative Audit of Purchasing Card Programs (Tab K). Chair Pitcher pointed out that the legislative audit was a limited review involving only four institutions. The audit disclosed minor concerns which can be remedied with strengthening of internal controls and procedures.

Proposed Revision to Policy R220, Delegation of Responsibilities to the President and Board of Trustees (Tab L). Chair Pitcher said this item would be discussed by the committee in the Board's March meeting. The issue involves having Trustees or Regents review financial transactions. When there is a loophole, the Regents could choose to delegate responsibility to the Trustees.

UHEAA – Board of Directors Report Supplement (Tab M). Chair Pitcher called attention to the Supplement to Tab M in the Regents' folders and said this report was for information only and required no Board action.

UHEAA – Responses to Student Aid Questions from December 11 Meeting (Tab N). Chair Pitcher thanked Associate Commissioner Norris for his detailed responses to questions raised by Regent Beesley in the December 11 Board meeting.

Report of the Commissioner

Notable Achievements. Commissioner Kendell said he had asked the Presidents and their information officers to report on the achievements of their institutions. These reports were combined into the "Highlights of Notable Accomplishments in Higher Education" which were included in the Regents' folders. This will be done on a regular basis. Commissioner Kendell said he wanted the Regents to be aware of institutional accomplishments. He commented briefly on several institutional achievements. Regent Barrett said she and Regent Pitcher had been delighted to attend the celebration of the donation to Utah State University for a recital hall. She thanked President Hall for inviting them to participate. Commissioner Kendell mentioned the recent UHEAA audit report, which he called the best audit report he had seen in many years. He congratulated Associate Commissioner Norris and his staff.

Directions/Guidelines. Commissioner Kendell said he had just completed his seventh week as Commissioner of Higher Education. He noted that the Utah System of Higher Education and the State Board of Regents would celebrate their 30th anniversary in 2004. It is a remarkable system, made up of dissimilar institutions with remarkable achievements. However, there are challenges to be addressed. He referred to his document entitled "Future Directions - Early Observations" which was in the Regents' folders and commented on each one. He pointed out that higher education is important to everyone, especially to those who do not have a college education in their family background. The document is a work in progress and will be refined in working with the Presidents, Regents and Trustees.

Regent Sinclair said she liked the idea of using our data to measure our progress (quality improvement management). This is a very good goal for not only the Commissioner, but for Regents and Presidents as well. Commissioner Kendell agreed that performance indicators are badly needed. One concern is our heavy reliance on adjunct faculty. Quality is important, and we need to invest in it.

Report of the Chair

Chair Karras said he was comfortable letting the Presidents run the institutions and that he did not want to micromanage the System. He praised Drs. Lorris Betz and Dave Pershing for being outstanding administrators who could step up and take over after President Machen left the University of Utah. The future vitality of this state will be determined by how we run this System in the next 10-15 years. Will our children be

competitive in this world in a knowledge-based society? It is absolutely necessary to have a postsecondary education to survive. We need to do a better job of explaining the importance of higher education to the public. We will need to be innovative and thoughtful about funding education because the economy will not bail us out. We will have to be increasingly accountable.

Chair Karras endorsed Commissioner Kendell's list of challenges to be addressed. The Regents need to be focused on strategic long-term impacts on the System, forcing discussions about duplication of programs, for example, and letting the institutions and Presidents deal with the day-to-day details. A five-year projection which showed the impact of a 10 percent reduction for five years would be very powerful. Chair Karras said he had told Commissioner Kendell that he wants him to be empowered to do the job he was hired to do without approval of every detail from the Board.

President Hall introduced Ron Godfrey, the new Vice President of Business and Finance at Utah State University. Mr. Godfrey came from private enterprise with many innovative, thoughtful, exciting ways to approach some of these critical issues. Chair Mantes welcomed Mr. Godfrey.

General Consent Calendar

On motion by Regent Jardine and a second by Regent Sweeten, the following items were approved on the General Consent Calendar:

1. Minutes – Minutes of the Regular Board of Regents Meeting held December 11, 2003, at Board of Regents' offices in Salt Lake City, Utah.
2. Grant Proposals - Approval to submit the following proposals:
 - A. University of Utah – Public Health Service/National Institute Gen Med Science; "Population Genetics of Mobile Elements;" \$2,318,516. Lynn B. Jorde, Principal Investigator.
 - B. University of Utah – Public Health Service/National Institute Gen Med Science; "Genetic Diversity, Functional Genomics and Gene Networks;" \$16,303,455. Jean-Marc Lalouel, Principal Investigator.
 - C. University of Utah – Public Health Service; "Human Genetics of Susceptibility to Herpes Simplex Virus Diseases;" \$2,370,200. John D. Kriesel, Principal Investigator.
 - D. University of Utah – Leukemia & Lymphoma Society; "Nitric Oxide and Leukemia;" \$5,000,000. Paul J. Shami, Principal Investigator.
 - E. University of Utah – Public Health Service; "Markov Chain Monte Carlo Methods for Linkage Analysis;" \$2,123,140. Alun W. Thomas, Principal Investigator.
 - F. University of Utah – Public Health Service; "Molecular Genetics of Lyme Arthritis Susceptibility;" \$2,344,569. Janis J. Weis, Principal Investigator.

- G. University of Utah – Public Health Service; “MPNSTS In Nf1: A Multicenter Clinical Trial;” \$5,076,796. David H. Viskochil, Principal Investigator.
- H. University of Utah – Public Health Service/National Heart Lung & Blood; “Genetics of Autism Intermediate Phenotypes;” \$2,570,256. Hilary H. Coon, Principal Investigator.
- I. University of Utah – Public Health Service/National Institute of Mental Health; “Research on Autism and Autism Spectrum Disorders;” \$3,059,676. Janet E. Lainhart, Principal Investigator.
- J. University of Utah – Public Health Service; “Dual Process Intervention for Recently Bereaved Spouses;” \$2,952,983. Michael S. Caserta, Principal Investigator.
- K. University of Utah – National Science Foundation; “Weak Bonding-Synthesis, Structure, Spectroscopy, and Stability;” \$2,786,120. Joel S. Miller, Principal Investigator.
- L. University of Utah – National Science Foundation; “Chemically Functionalized Nanopores for Membranes and Sensors;” \$2,610,189. Ilya Zharov, Principal Investigator.
- M. University of Utah – Federal Emergency Management Agency; “Willard Marriott Library, Seismic Retrofit;” \$2,994,038. Sarah C. Michelak, Principal Investigator.
- N. University of Utah – Department of Defense/Prime Flow thru Naval Research/Purdue University; “Plasmonic Nanophotonics, Sensing and Nanofabrication;” \$2,000,000. Steven M. Blair, Principal Investigator.
- O. University of Utah – Public Health Service; “Gradient Arrays for High Performance Extended FOV MRI;” \$2,160,113. Dennis L. Parker, Principal Investigator.
- P. Utah State University – US Department of Defense Missile Defense Agency; “RAMOS Joint Critical Design Review;” \$54,790,646. Thomas Humpherys, Principal Investigator.
- Q. Utah State University – US Department of Defense US Air Force; “Response to FY02 Air Force Research Laboratory (AFRL) Broad Agency Announcement (BAA) Area (6) Tactical Environmental Support Subcategory (6)A Atmospheric Categorization;” \$2,297,544. Ronald J. Hippi, Principal Investigator.
- R. Utah State University – US Department of Education; “Utah Telework Fund Program;” \$1,000,000. Martin E. Blair, Principal Investigator.
- S. Utah State University – National Science Foundation; “A Vertically Integrated Applied and Industrial Mathematics Program at Utah State University;” \$1,828,208. Joseph V. Koebbe, Principal Investigator.
- T. Utah State University – US Department of the Interior Bureau of Indian Affairs; “BIA Schoolwide Monitoring;” \$1,479,634. John Copenhaver, Principal Investigator.

- U. Utah State University – Department of Health & Human Services; “In Vitro Antiviral Screening Program;” \$6,567,573. Robert W. Sidwell, Principal Investigator.
 - V. Utah State University – Department of Health & Human Services; “Evaluation of Post-Adoption Services;” \$5,235,541. Brent Miller, Principal Investigator.
 - W. Utah State University – NASA Jet Propulsion Laboratory; “Wide-Field Infrared Survey Explorer (WISE) Extended Phase A Study Effort;” \$2,127,653. Scott H. Schick, Principal Investigator.
 - X. Utah State University – Northrop Grumman; “Proposal for Engineering Support and IR Radiance Source System;” \$11,611,505. Vern Alan Thurgood, Principal Investigator.
 - Y. Utah State University – Missile Defense Agency; “RAMOS Rosoboronexport Addendum 21;” \$6,937,800. Tom Humpherys, Principal Investigator.
 - Z. Utah State University – US Department of Defense Missile Defense Agency; “RAMOS Task Order 12;” \$2,326,877. Thomas Humpherys, Principal Investigator.
 - AA. Utah State University – Department of Health and Human Services; “In Vitro Antiviral Screening Program: Respiratory Viruses;” \$3,107,063. Robert W. Sidwell, Principal Investigator.
 - BB. Utah State University – Department of Health and Human Services; “In Vitro Antiviral Screening Program: Biodefense Pathogens;” \$3,566,998. Robert W. Sidwell, Principal Investigator.
 - CC. Utah State University – Department of Commerce; “Federal Assistance to Fund the Infrastructure Needs for the Expansion and Development of the Utah State University Innovation Campus;” \$2,700,000. M. K. Jeppesen, Principal Investigator.
 - DD. Utah State University – National Science Foundation; “Methodology for Multi-Platform Watershed Health Monitoring: Sensors, Data Collection Networks, Data Assimilation, and Model-Data Interactions;” \$1,598,409.18. Marian W. Kemblowski, Principal Investigator.
 - EE. Utah State University – USAF Arnold Air Force Base; “RAMOS - MIC 4;” \$7,471,176. Joe Tansock, Principal Investigator.
 - FF. Utah State University – Northrop Grumman; “Internal Calibration Unit (ICU);” \$7,847,509. Joseph J. Tansock, Principal Investigator.
3. Grants Awarded
- A. University of Utah – National Institute of Arthritis, Muscles & Skin; “Study of the Efficacy of Glucosamine and Glucosamine/Chondroitin Sulfate in Knee Osteoarthritis;” \$2,257,806. Daniel O. Clegg, Principal Investigator.
 - B. University of Utah – National Cancer Institute; “A Prospective Study of Alaska Natives and American Indians;” \$2,600,724. Martha L. Slattery, Principal Investigator.

- C. Utah State University – NASA Langley Research Center; “Geostationary Imaging Fourier Transform Spectrometer (GIFTS);” \$4,248,556. Gail Bingham, Principal Investigator.
 - D. Utah State University – US Department of Defense Missile Defense Agency; “RAMOS Task Order 12;” \$2,899,420. Thomas Humpherys, Principal Investigator.
 - E. Utah State University – University of Utah; State Funding for the Installation of the Digital Satellite System; \$1,055,377.04. Barbara A. White, Principal Investigator.
 - F. Utah State University – US Department of Defense Missile Defense Agency; “RAMOS Task Order 12;” \$4,482,979. Thomas Humpherys, Principal Investigator.
 - G. Utah State University – US Department of Defense Missile Defense Agency; “RAMOS Task Order 12;” \$2,905,027. Thomas Humpherys, Principal Investigator.
 - H. Utah State University – Department of Health and Human Services; “Animal Models of Human Viral Infections for Evaluation of Experimental Therapies: Influenza and Orthopox Viruses;” \$1,382,029. Robert W. Sidwell, Principal Investigator; Donald Smee, John D. Morrey, Dale Barnard, Co-Principal Investigators.
 - I. Utah State University – USDA Cooperative State Research Service; “Implementation of the Western Region Sustainable Agriculture Research and Education (SARE) Professional Development Program (PDB);” \$1,090,298. V. Philip Rasmussen, Principal Investigator.
 - J. Utah State University – US Department of Education; “Operate Regional Resource Center, Region No. 5, Utah State University;” \$1,350,200. John Copenhaver, Principal Investigator.
4. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held March 11, 2004 at Southern Utah University in Cedar City, Utah and March 12, 2004 at Dixie State College in Hurricane, Utah, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Adjournment

Regent Sweeten moved that the meeting be adjourned. The motion was seconded by Regent Jardine and carried unanimously. Chair Mantes thanked President Fitch and Campus President Bouwhuis for their gracious hospitality. The meeting was adjourned at 4:45 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved

R853, Transition and Retirement Provisions for Chief Executive Officers

R853-1. Purpose

To provide for the orderly transition from executive positions or for the retirement of the Chief Executive Officers of the State Board of Regents.

R853-2. References

2.1. Utah Code [§53B-1-105](#) (Appointment of Commissioner of Higher Education)

2.2. Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)

2.3. Policy and Procedures [R208](#), Annual Chief Executive Officers Performance Review

2.4. Policy and Procedures [R209](#), Appraisal of Chief Executive Officers

2.5. Policy and Procedures [R851](#), Guidelines for Retirement Programs

R853-3. Definitions

3.1. **Chief Executive Officers** - The "Chief Executive Officers" of the State Board of Regents consist of the Commissioner and the Presidents of member institutions of the Utah System of Higher Education.

R853-4. Policy

4.1. **Term of Office** - Chief Executive Officers are, under law, appointed by and "serve at the pleasure of the Board at such salary as it may determine and fix." The length of time that a Chief Executive Officer shall be asked to serve will vary both with the individual and with the unique circumstances at a given institution. The Board's decision on retention of a Chief Executive Officer shall not be based solely upon adequacy of performance but upon a finding that the Chief Executive Officer is excelling in his or her duties and that the institution continues to benefit from outstanding leadership and from distinguished service.

4.2. **Appraisal and Review** - Chief Executive Officers serve extended and continuous appointments with the understanding that the Board, upon the review or appraisal of a chief executive officer pursuant to Policy and Procedures [R208](#) and [R209](#), may initiate an agreement for annual renewal of the Chief Executive Officer's appointment.

~~4.3. **Retirement Date** - Chief Executive Officers are expected to retire or to return to the faculty by June 30 for all whose sixty-fifth birthdays occur on or before June 30 of the same year, subject to federal minimum requirements for duration of service and annuity benefits; and provided that the Board shall retain~~

~~its discretion regarding continuation of such appointments at its sole option. With Board approval a Chief Executive Officer may accept early retirement pursuant to an institutional program for which he or she is eligible.]~~

4.4. Involuntary Termination or Retirement - A decision to involuntarily terminate the executive appointment or retire a Chief Executive Officer will always be made by the full Board, after confidential consultation with the institutional Board of Trustees, and, at the option of the Board, with staff, faculty and community leaders. If the Chief Executive Officer so desires, he or she shall have an opportunity to make a case for retention.

4.5. Assistance with Relocation - Chief Executive Officers, both those leaving voluntarily and those departing involuntarily, may be appointed to other executive posts or assume professorial or other duties in a System institution authorized by the Board. In effectuating such arrangements, consultation shall be undertaken with the Presidents and institutional Boards of Trustees of the institutions involved or affected by such reassignments, to determine the salary and other terms of the appointment.

4.6. Reorientation Leave at the End of the Chief Executive Officer's Service - The Board will, after consultation with the institutional Board of Trustees, provide a Chief Executive Officer up to a year's leave for reorientation to the appropriate discipline or field of service, at such level of compensation from institutional funds as shall be set by the Board at the time the leave is granted, when:

4.6.1. the Chief Executive Officer's service ends after three or more years;

4.6.2. the Board has received the performance appraisal called for in [R209](#), Appraisal of Chief Executive Officers; and

4.6.3. the Chief Executive Officer plans to assume a faculty or other professional position.

4.7. Limitations on Reorientation Leave - Reorientation leaves are subject to the following limitations:

4.7.1. In the event a Chief Executive Officer accepts other compensated employment during such a period of reorientation leave, the Board shall make appropriate offsetting adjustments to the level of leave compensation.

4.7.2. Chief Executive Officers involuntarily terminated for cause are ineligible for reorientation leave.

4.8. Post Retirement Benefits and Privileges - Chief Executive Officers retiring from executive duties, including those relinquishing posts as set forth in

paragraphs 4.3 and 4.4, except when terminated for cause, are to be eligible for office, part-time secretarial assistance, parking, library, travel, and faculty privileges; and participation in insurance, hospitalization, and other programs available at the institution or under Board policies as they may be eligible.

4.9. Board May Adjust Salary, Annuities and Retirement Benefits - Under the authority conferred by law to contract and be contracted with, the Board may adjust salary arrangements with appointees, and contract for the purchase of annuities or other retirement benefits.

(Approved February 25, 1976, amended January 26, 1990; December 13, 1994; November 3, 1995, and March 12, 2004.)