



AGENDA

MEETING OF THE
UTAH STATE BOARD OF
REGENTS

April 16, 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
BOARD OF REGENTS BUILDING, SALT LAKE CITY, UTAH
April 16, 2004

AGENDA

9:00 a.m. - WELCOME AND OVERVIEW
9:15 a.m. Board Room

9:15 a.m. - MEETINGS OF BOARD COMMITTEES
11:15 a.m.

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

ACTION:

1. Southern Utah University – Final Approval of BSN Transition Plan Tab A

CONSENT:

2. Consent Calendar Tab B

- A. Utah State University
 - i. Discontinue the MA Degree in Dairy Science in the Department of Animal, Dairy and Veterinary Sciences, College of Agriculture
 - ii. Discontinue the BA Degrees in Agricultural Systems Technology in the Department of Agricultural Systems Technology and Education
 - iii. Discontinue the BA Degree in the Agricultural Education major in the Department of Agricultural Systems Technology and Education
 - iv. Discontinue the BA Degree in the Family and Consumer Sciences Education major in the Department of Agricultural Systems Technology and Education
 - v. Transfer the Family Finance Emphasis within the BS Degree in Family and Consumer Sciences to the BS Degree in Family and Human Development
- B. Weber State University
 - vi. Delete the Emissions Technician Certificate within the Sales and Service Technology Department
 - vii. Add Honda PACT Emphasis within the AAS Degree in Automotive Service Technology in the Sales and Service Technology Department
- C. Dixie State College
 - i. Add Emphasis in Accounting to existing Bachelor of Science in Business Administration Degree
- D. Utah College of Applied Technology
 - i. Add Paraeducator Certificate of Proficiency – Fast-track Proposal

3. Southern Utah University – Master of Business Administration Progress Report Tab C

INFORMATION:

4. Information Calendar Tab D

- A. Utah State University
 - i. Transfer the Specialization in Family and Consumer Sciences Education and Extension within the MS Degree in Human Environments to the MS Degree in Agricultural Systems Technology
 - ii. Name change: BS and BA Degrees in Production Management to BS and BA Degrees in Operations Management
 - iii. Name change: Ph.D. in Special Education to the Ph.D. in Disability Disciplines

- iv. Name change: Biotechnology Center to The Center for Integrated Biosystems
- B. Utah Valley State College
 - i. Add a stand-alone minor in Spanish in the Department of Foreign Languages
 - ii. Restructure the School of Computer Sciences and Engineering by transferring the programs of Electrical Automation and Robotics Technology, Electronics and Computer Technology and Drafting and Design Technology from the School of Trades, Technology, and Industry

DISCUSSION:

- 5. Remediation Report Tab E

Finance, Facilities and Accountability Committee

5th Floor Board Room

ACTION:

- 1. USHE – Proposed Revisions to Policy R512, *Determination of Resident Status* Tab F
- 2. USHE – Proposed Revisions to Policy R513, *Tuition Waivers and Reductions* Tab G
- 3. UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds, Series 2004Z Tab H
- 4. UHEAA – Approving Resolution, SBR Revenue Bonds, Series 2004 (Office Facility Project) Tab I
- 5. Utah State University – Authorizing Resolution for Revenue Bonds for Living/Learning Center Project, Series 2004C Tab J
- 6. Utah State University – Authorizing Resolution for Student Building Fee Revenue and Refunding Bonds for the Stadium/Spectrum Facilities Project, Series 2004 A and B Tab K
- 7. College of Eastern Utah – Student Fee Increase Tab L
- 8. Utah Valley State College – Approving Resolution, SBR Student Center Refunding Revenue Bonds, Series 2004 Tab M
- 9. Utah Valley State College – Approving Resolution, SBR Municipal Building Authority Conduit Bond, Series 2004 Tab N

CONSENT:

- 10. Consent Calendar Tab O
 - A. USHE – Implementation Date for Suggested Changes to Early Retirement Incentive Programs
 - B. USHE – 2004-2005 Tuition Rate for UCAT AAT Degree Students in General Education Courses
 - C. USHE – Utah Electronic College (UEC) 2004-2005 Tuition Rates

INFORMATION/DISCUSSION:

- 11. USHE – Continuation of March “Break-out Groups” Discussion – Managing Growth/Budget Planning Tab P
- 12. UHEAA – Board of Directors Report Tab Q

EXECUTIVE SESSION LUNCHEON – STATE BOARD OF REGENTS

Chief Academic Officers – EdNet Room
Chief Financial Officers – Library
Others – Board Room
(Buffet Luncheon in Small Board Room)

1:00 p.m. -
3:00 p.m.

REGULAR BUSINESS MEETING OF THE BOARD
Board Room

1. Engineering, Computer Science and Technology 2004-2005 Funding
Recommendation from the Technology Initiative Advisory Board (TIAB) Tab R
2. Funding of Graduate Education Tab S
3. Follow-up Report on the March 11 Board of Regents' Workshops Tab T
4. Report of the Chair
5. Report of the Commissioner
6. Reports of Board Committees
Academic Committee (Tabs A - E)
Finance Committee (Tabs F - Q)
7. General Consent Calendar Tab U

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

EXECUTIVE SESSION MEETING – STATE BOARD OF REGENTS
(Reports of Resource and Review Teams)

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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.

MEMORANDUM

April 7, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University Transition Plan and Final Program Proposal for The Bachelor of Science Degree in Nursing Approved January, 2004 –Action Item

Issue

In January 2004, officials at Southern Utah University (SUU) requested approval to transfer the administrative responsibility for the existing Associate Degree in Nursing (ADN to BSN) offered by Weber State University (WSU) in Cedar City to SUU and for approval of a new curricular approach in a stand alone BSN Degree. Regents approved the proposal contingent upon receiving a transition plan for the administrative and financial transfer of the program, and an updated program proposal. Attached is both the transition plan and the program proposal.

Background

Officials at Southern Utah University (SUU) request to transfer the administrative responsibility for the existing Associate Degree in Nursing (ADN) to Bachelors of Science in Nursing (BSN) offered by Weber State University (WSU) in Cedar City to SUU and the approval of a new curricular approach in a stand alone BSN Degree beginning Fall, 2004. This proposal was approved by the Southern Utah University Board of Trustees on June 13, 2003, and provisional approval by the Board of Regents in January 2004.

Policy Issues

Although there is no opposition from USHE institutions concerning the proposed Bachelor of Nursing Degree, the curriculum was reviewed by USHE institutions and several suggestions were made for SUU to consider. These suggestions were in the area of course sequencing, clinical experiences, and course descriptions. Officials at SUU have reviewed these suggestions and are planning to incorporate many of them into the program as it is implemented.

Options Considered

After Regents have reviewed the proposal from Southern Utah University, they may raise issues, request additional information, deny the request or approve the request.

Commissioner's Recommendation

The proposed transition plan conforms to the requirements stipulated by the board of Regents when the program was proposed initially. I am recommending that the board of Regents approve the Bachelor of Science of Nursing program as proposed.

Richard E. Kendell, Commissioner

REK/GW
Attachment

**Transition Plan
Cooperative Nursing Program at Weber State University
To
Southern Utah University**

April 6, 2004

In January 2004, the Board of Regents approved the transfer of the Weber State University (WSU) Cooperative Nursing Program offered at Southern Utah University (SUU), to SUU, and approved a Bachelor of Science in Nursing Degree to be offered at SUU. The Regents requested that a transition plan be developed to insure a smooth transition of the program for both the students and the administrative structure. The following are the elements of the transition process.

Transfer of Administration: Administration of the WSU/SUU Cooperative Nursing Program will continue as it is presently constituted through the graduation of all WSU students currently in the program. Specifically, Donna Lister will continue to serve as the campus manager of the WSU/SUU Cooperative Nursing Program and will continue to work with the WSU Nursing administration in the execution of the program. Donna Lister and Alan Pearson will remain as WSU employees through June 30, 2005 to comply with the requirements of the WSU's accreditation. After all current WSU students have completed their program of study, which will end in May of 2005, Donna Lister and Alan Pearson will become SUU employees and teach in the new SUU BSN Program.

SUU has met the accreditation requirements for an administrator trained at the doctoral level with expertise and preparation in the area of nurse administration. Dr. Karla Dalley has been hired as the Chief Nursing Administrator for the SUU Nursing Program, and she will come to the SUU campus full time in August of 2004.

Dr. Dalley will not hold any administrative or teaching responsibility for WSU students, but will serve as the Chief Nurse Administrator for the SUU Nursing Program. Dr. Dalley is presently giving direction to the development and implementation of the new nursing curriculum on the SUU campus.

Transfer of Funds: Details of the budget transfer have been worked out between budget officers at WSU, SUU, and staff in the Commissioner's office. See Exhibit 1, page 4. Since Donna Lister and Alan Pearson will stay as WSU employees through June 30, 2005, WSU will bill SUU for salaries and benefits for Donna and Alan as well as travel costs for Debra Huber (WSU program chair) and other incidental administrative costs as determined by WSU.

Transfer of Students: Students currently enrolled in the WSU/SUU Cooperative Program will complete their program of study as originally outlined following the WSU curriculum on the SUU campus. Administrative structure for the support of students currently enrolled in the WSU/SUU program will remain as currently structured. Specifically, current student cohorts will be addressed as follows:

Student Completion Plan
Transfer of the WSU/SUU Cooperative Nursing Program to SUU

Institution Program	Fall Semester2003	Spring Semester 2004
WSU/SUU Associate Degree Students	32 Students started program fall semester 2003 24 Students were in their second year	31 students continued 24 students will graduate
WSU/SUU Bachelor Degree Students	9 Students started the BSN program 10 students were in their second year	7 students continued 10 students continued and will graduate

Institution Program	Fall Semester2004	Spring Semester 2005
WSU/SUU Associate Degree Students	31 students continuing plus 2 additional from previous class	33 students graduate
WSU/SUU Bachelor Degree Students	7 students continuing	7 students graduate
SUU Nursing Students	20 students begin SUU Nursing program	20 students begin SUU Nursing Program

Admission Standards: SUU has established admission standards consistent with fully accredited BSN programs. SUU will accept applications beginning April 20, 2004 for consideration for admission Fall Semester 2004. SUU will admit 20 students Fall Semester 2004. Students will be notified concerning admission by August 1, 2004. SUU will admit another 20 students to the program in January of 2005. Initial applications and interest in the program indicate that the program will be fully enrolled. SUU will submit numbers of applicants to the Commissioners Office following their first admissions cycle.

The recommendation to admit 20 students each semester as opposed to 40 students once a year was based on a desire to serve students in the best manner possible, and to increase the efficiency of the faculty workload. Classes of 20 are easier managed, especially in clinical settings. Having 20 students in the care center while 20 others are in Dixie Regional Medical Center or Valley View Medical Center is much more likely to provide quality clinical experiences than placing 40 in the care center or 40 in Dixie Regional Medical Center. It takes the same number of clinical faculty but improves student-learning experiences. National and proposed state guidelines limit the student to faculty ratio in clinical settings.

Classes of 20 generic students will better accommodate the AD-RN to BSN students. Classes of 20 could be easily increased to classes of 24 for those who are pursuing the BSN completion while classes of 44 are much more likely to become unwieldy. (SUUs experience of teaching RN to BSN courses over the past 10 years indicates that RN to BSN classes are likely to be composed of less than 10 students. That number could most efficiently be integrated into the generic classes, rather than running small separate classes.)

Program and student assessment:

SUU faculty, directed by Dr. Dalley, have developed a strategic evaluation plan (see Exhibit 2, page 12) The plan will continue to be refined as the program is implemented.

Exhibit 1

Financial Transfer Contract

WEBER STATE UNIVERSITY
ASSOCIATE DEGREE & RN-to-BSN NURSING PROGRAMS
Teach-Out Agreement Between

Southern Utah University

and

Weber State University

THIS TEACH-OUT AGREEMENT, effective the 1st day of July 2004, made between Southern Utah University (SUU) of Cedar City, Utah, and Weber State University (WSU) of Ogden, Utah for the purpose of promoting a transition plan designed to accommodate Associate Degree and RN-to-BSN nursing students currently matriculated in the current WSU-SUU Cooperative Nursing Programs (Program).

WITNESSETH

WHEREAS, the purpose of this Agreement is to provide assurance to the students already in the WSU-SUU Cooperative Nursing programs that they will be taught the entire program for which they have been admitted; maintain access to all WSU-SUU Cooperative Nursing Program learning resources; and maintain access to all WSU and SUU student support services available prior to the initiation of this Agreement.

NOW, THEREFORE, in consideration of the foregoing and in further consideration of the mutual promises hereinafter set forth, the parties hereto agree as follows:

Term and Termination

The term of this contract shall be from 1 July 2004 to 30 June 2005. This Agreement is not terminable until completion of the academic program.

1. Direction and Administration

The Program shall be carried out under the general direction of the following:

WSU Program: Chair, Nursing Department, Dr. Debra Huber

SUU: WSU-SUU Program: Cooperative Nursing Program Campus Manager

Specific planning shall be carried out under the direction of the Dean of the Dumke College of Health Professions (or designated representative), Chair of the Nursing Department for WSU (or designated representatives), and the SUU Dean of Science (or designated representative).

2. WSU Responsibilities and Obligations

WSU shall:

- a. Facilitate communications between WSU representatives (administration, faculty, and students) and SUU representatives.
- b. Have the Nursing Department Chair represent WSU in supervision and implementation of the Program to facilitate its successful completion.
- c. Provide on-site access to necessary materials as required in course content, skills, and learning objectives (i.e., videos, journal articles, etc.).
- d. Provide standard, curriculum, evaluation, and instructional materials to ensure maintenance of nursing program NLNAC accreditation status.
- e. Maintain Student access to all WSU learning resources; and maintain access to all WSU student support services available prior to the initiation of this Agreement.
- f. Maintain as nursing faculty at WSU (see Attachment A: Budget)
- g. Maintain as non-salaried adjunct nursing faculty the SUU nursing faculty assigned to teach Program students.
- h. Persons employed shall be in non-tenure track positions, subject to the policies and procedures of WSU, including but not limited to its policies and procedures regarding benefits, leave, hours and working conditions, advancement and termination, and raises. Replacement personnel shall be hired by and through WSU. SUU shall have the right to consult with WSU prior to WSU implementing salary increases or hiring replacement personnel.
- i. Purchase for SUU all Program course lab equipment and supplies funded by WSU nursing course lab fees.
- j. Award either the associate of applied science or associate of science degree in nursing, or baccalaureate of science in nursing upon successful completion of the AAS/AS Degree in Nursing or RN-to-BSN Degree required program curriculum.
- k. Adhere to policies, rules, and regulations of all clinical agencies and hospitals in which students are assigned for clinical training.
- l. Maintain all master student educational records and the documentation of grades.

- m. Coordinate on a regular basis with SUU regarding SUU's and WSU's personnel policies and procedures relating to nursing faculty hired by WSU under this contract.
- n. Upon completion of this Agreement, existing WSU-SUU Cooperative Program computing resources, office supplies, office furniture and equipment, nursing practice lab equipment and supplies, and media resources will become the property of SUU Nursing Program.
- o. Program students unable to complete the required curriculum on the SUU campus prior to the ending date of this Agreement, and in good academic standing at the time of their separation from the Program, will be provided access for Program completion on either the Ogden Campus or nearest Outreach campus site. Nursing Program policies defining maximum period of time permitted for Program completion will apply.

3. SUU Responsibilities and Obligations

SUU shall:

- a. Facilitate communications between the SUU representative and WSU representatives, (i.e., administration, faculty, and students).
- b. Provide Student advising, supervision, and implementation of the Program to facilitate its successful completion.
- c. Implement the Program consistent with policies and procedures of WSU.
- d. Provide for the education of Students as designated by WSU curriculum and SUU guidelines.
- e. Provide classroom space for Students, nurse practice laboratory, media/study area, access to clinical practice sites, office space for faculty, and conference space for Student/faculty interaction.
- f. Maintain Student access to all WSU-SUU Cooperative Nursing Program learning resources; and maintain access to all SUU student support services available prior to the initiation of this Agreement.
- g. Upon completion of this Agreement, SUU will provide WSU Nursing Department an itemized list of WSU-SUU Cooperative Program computing resources, office furniture and equipment, nursing practice lab equipment and supplies, and media resources that will hereafter become the property of SUU Nursing Program.
- h. Maintain all standards and criteria which ensure eligibility and maintenance of Program NLNAC accreditation.
- i. collect pertinent information for maintenance of ongoing Student educational records such as documentation and reporting of grades.

- j. Within 45 days of the completion of this Agreement, SUU will transfer all completed Student records to WSU Nursing Department for permanent maintenance and recording.
- k. Adhere to policies, rules, and regulations of all clinical agencies to which Students are assigned for clinical training.
- l. Make timely payment according to detail of WSU billings received.
- m. Provide a secretary at SUU to be responsible for clerical and other associated duties relating to the administration of the Program which are assigned by the WSU representative (or by her/his designee) identified under paragraph 2 of this Agreement.

4. Financial Agreement

- a. In accordance with the 2004-2005 WSU/SUU Nursing Program budget attached to this Agreement as Attachment A, SUU agrees to reimburse WSU for costs associated with performance under this Agreement in an amount estimated at \$132,092 minus tuition credits (estimated to be \$70,746; actual credits to be based on registration). WSU will invoice SUU monthly on a cost reimbursement basis.
- b. All equipment purchased, if any, with funding provided by SUU will be considered the property of SUU.
- c. The WSU-SUU Cooperative Nursing Program Student tuition payment and reimbursement agreement will remain intake throughout the period of this Agreement.
- d. The estimated cost of this Agreement is also based on the assumption that personnel expenses incurred by WSU will not, in aggregate, exceed the estimated personnel expenses identified in Attachment A: Budget of this Agreement. In the event that WSU's actual personnel expenses exceed the aggregate personnel expenses identified then, in addition to the amount due to WSU as otherwise set forth in Attachment A, SUU agrees to reimburse WSU the difference between WSU's actual personnel expenses and the aggregated estimate in the Budget of this contract.

e. Tuition and Fees

- i. Students enrolled at WSU under this agreement shall pay tuition and fees to WSU in amounts to be determined by WSU at the time of enrollment.
- ii. Student enrolled in the Program shall be eligible to secure financial aid through WSU subject to applicable rules and regulations.
- iii. WSU will collect all tuition assessed against Students enrolling in the Program.

5. Indemnification

Both parties to this Agreement are governmental entities under the "Utah Governmental Immunity Act," Title 63, Chapter 30, Utah code Annotated 1953, as amended. Consistent with the terms of this Act, it is mutually agreed that each party is responsible and liable for its own wrongful or negligent acts which it commits or which are committed by its agents, officials, or employees; provided that any amount of damages awarded and payable under this provision are limited to the amounts set forth in the Utah Governmental Immunity Act in effect at the time judgment is entered. It is also agreed that under this paragraph neither party waives any defenses otherwise available to it under Utah's Governmental Immunity Act.

6. General Provisions

- a. Amendment. This Agreement may be amended only by written agreement.
- b. Assignment. Neither this Agreement nor the performance of either party under this Agreement may be assigned by either party (whether in connection with a merger, consolidation, sale, or otherwise) without the written consent thereto of the other party.
- c. Program Students.
 - i. Students enrolled under this Agreement shall, prior to graduation, meet degree requirement established by WSU, including general education standards.
 - ii. Students enrolled under this Agreement shall be covered under provisions of WSU's general liability policy generally applicable to WSU students.
 - iii. For purposes of reporting enrollment to the State Board of Regents, Student enrolled in nursing courses under this Agreement shall be considered full time equivalents (FTEs) of WSU; Students enrolling in SUU general education courses will be considered FTEs of SUU.
 - iv. SUU and WSU agree that issues regarding accounting for federal formulae funding, especially as it relates to Perkins funding, will be determined by Utah Department of Education Policy.
- d. Transfer Credits. Students enrolling under this Agreement may request credit at WSU for course work completed at institutions other than WSU subject to WSU policies and procedures governing recognition of transfer credits.
- e. Civil Rights. The Equal Employment Opportunity Clause as required by Section 202 of Executive Order 11246 (1965), as amended, and as contained in and required by 41 CFR Parts 60-1 through 60-250 and 60-741, "Equal Opportunity Clause," is incorporated herein by reference if applicable.
- f. Compliance with Applicable Law, Licenses, Etc. The parties will each comply with all applicable statutes, laws, rules, and regulations, licenses, certificates, and authorization of any governmental body or authority in performance or carrying out of its obligations under

this Agreement. This Agreement shall be subject to amendments in the applicable laws and regulations to the subject matter of this Agreement, but only to the extent any inconsistency is thereby created, and the parties shall use their best efforts to accommodate both the terms and intent of the Agreement and of such amendments

Each party will obtain and maintain current and in force all licenses, certification, authorizations, and/or permits (and will pay the fees therefore) necessary to carry out its duties and responsibilities under this Agreement.

- g. Entire Agreement, Binding Effect. This Agreement contains the entire agreement and understanding between the parties and supersedes all prior agreements, understandings, and representation relating to the subject matter of this Agreement. This Agreement shall be binding upon the parties and their representatives, successors, and assigns.
- h. No Rights in Third Parties. Unless otherwise expressly stated herein, this Agreement shall not create any rights in or inure to the benefit of any third parties.

(Signatures on file in the Commissioners Office)

IN WITNESS WHEREOF, each of the parties has caused this Agreement to be signed by its officer or representative there unto duly authorized, all as of the day and year written.

College of Science

Date

Abe Harraf, Provost

Date

WEBER STATE UNIVERSITY

Debra T. Huber,
Nursing Department Chair

Date

Dean, Shelley Conroy
Dumke College of Health Professions

Date

Kathleen Lukken, Associate Provost

Date

SOUTHERN UTAH UNIVERSITY

Donna Lister,
WSU-SUU Cooperative Nursing Campus
Manager

Date

Dean, Harold Ornes

WSU/SUU Cooperative Nursing Program Budget
Associate and Baccalaureate Nursing

1. Personnel	
Faculty: Donna Lister (\$51,049, for 9 month contract)	\$51,049
Faculty: Alan Pearson (\$39,535, for 9 month salary)	\$39,535
Subtotal Personnel:	<u>\$90,584</u>
2. Benefits	
Benefits for Donna Lister (calculated @ 42%)	\$21,441
Benefits for Alan Pearson (calculated @ 42%)	\$16,605
Subtotal Benefits:	<u>\$38,045</u>
3. Travel	
3 trips to Cedar City, each trip: ground transportation to airport @ .30/miles--\$27; airport parking--\$28; airfare--\$164; perdiem--\$72; lodging-- \$70; car rental--\$60	
Subtotal Travel:	<u>\$1,263</u>
4. Supplies and Materials	
Program Office	
General Office Supplies (paper, envelopes, printer cart., etc.)	\$1,500
Photocopying	\$300
Phone	\$200
Mailing	\$200
Subtotal Supplies and Materials:	<u>\$2,200</u>
Summary:	
Personnel	\$90,584
Benefits	\$38,045
Travel	\$1,263
Supplies & Materials	\$2,200
Total Direct Costs:	<u>\$132,092</u>
Minus tuition credit	\$70,746
TOTAL COST OF CONTRACT FOR SUU	\$61,346

Exhibit 2

Southern Utah University Division of Nursing Strategic Evaluation Plan

Vision

The Southern Utah University (SUU) Division of Nursing will be a hallmark Baccalaureate Nursing Program, providing quality nursing education that efficiently and effectively meets the needs of students and the regional community.

Mission

The mission of the SUU Division of Nursing is to prepare individuals for professional nursing practice through student-centered education that meet the requirements for a baccalaureate degree at SUU and ensures that graduates have the abilities to be successful professional nurses. Students are provided learning opportunities that foster growth of mind, heart, and hands, while mastering the practice of nursing.

Goals

- I. Participate fully in the Southern Utah University and College of Science structure such that our mission, vision, goals and outcomes are aligned with the larger goals of the institution.
- II. Develop faculty as a community of health care professionals dedicated to excellence in teaching, scholarly endeavors, practice, and professional community service, and who provide leadership in nursing practice to the local community and statewide.
- III. Deliver high quality educational nursing programs to diverse student populations who are engaged in a comprehensive program of learning that emphasizes caring, critical thinking, problem solving, ethical decision making, and communication.

Program Outcomes

Upon completion of the Southern Utah University Baccalaureate Nursing Program Graduates will be able to do the following:

1. Provide quality professional nursing care based on a synthesis of theoretical and empirical knowledge from nursing, physical and social sciences, arts and humanities, and life experiences.
2. Use evidence as the bases for clinically competent contemporary nursing care.
3. Communicate effectively using various means in a variety of roles and settings.
4. Optimize health care to diverse individuals, families, groups and communities through collaboration with interdisciplinary health care teams.
5. Demonstrate intellectual curiosity, critical thinking, and motivations toward life-long learning.

6. Influence the quality of nursing and health care using leadership skills, management concepts and a knowledge of the political system.
7. Be legally and ethically accountable for clinical nursing practice.
8. Assume the role of generalist nurse and become a responsible member of the profession.

Accreditation Standards

Established by The Commission on Collegiate Nursing Education (CCNE)

STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest – all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.

STANDARD III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning and evaluation of student performance fosters achievement of the expected outcomes.

STANDARD IV. PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS

The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

Assessment and Evaluation of Goals and Program Outcomes

Assessment and evaluation activities for the Division of Nursing are undertaken for the purpose of providing data for continuous quality improvement of our program structure, governance, goals and outcomes.

Assessment and evaluation activities are tied to program goals, outcomes and accreditation standards of CCNE.

Assessment tools include the following: Administrator/faculty/staff evaluations by supervisors, peers and self; faculty and course evaluations by students; student self-evaluations; advising/monitoring of student transcripts;

advising/monitoring of students theory and clinical course progress; student exit interviews; alumni surveys; employer surveys; advisory council input; review/revise cycle for course syllabi; review/revise cycle for program structure, governance, mission, goals, outcomes, curriculum, policies and articulation with College and University.

Nursing program evaluation plan is detailed in Table 1.

Nursing program outcome assessment process is detailed in Table 2

TABLE 1: NURSING PROGRAM EVALUATION PLAN

<u>Key Elements</u>	<u>Tools and Timetable</u>	<u>Desired Value/outcome</u>
<u>Organizational structure, governance, policies, mission, goals, outcomes of nursing division</u>	<u>Written material reviewed and revised every 2-4 years or as needed by faculty/student committees</u>	Organizational components written and congruent with University and professional standards, policies support mission, goals and outcomes; there are adequate resources
<u>Faculty development and service</u>	<u>Annual faculty evaluation documents</u>	Faculty are meeting tenure or clinical tract requirements
<u>Faculty and program response to local and state community</u>	<u>Annual advisory council input, Employer survey q 2 yrs, annual faculty review of hallmarks of excellence</u>	Responsive to changes in community needs and health care environment
<u>High quality comprehensive program of learning</u>	<u>Student exit interviews q semester, NCLEX passing rates q semester</u>	Students able to pass NCLEX at or above national standard and find employment within 6 months after graduation
<u>Curriculum and teaching learning practices</u>	<u>Students evaluate course and faculty q semester, faculty review and revise course syllabi q semester, on-going faculty review of hallmarks of excellence and professional standards of practice</u>	Curriculum based on mission, goals and outcomes, reflects national professional standards Environment of learning fosters student achievement of outcomes
<u>Success of students and graduates</u>	<u>Student self-evaluations q semester, advising and monitoring of student transcripts q semester, advising and monitoring of students theory and clinical course progress q semester, Alumni survey q 4 yrs</u>	Students and graduates achieve stated outcomes (see Table 2)

TABLE 2: NURSING PROGRAM OUTCOME ASSESSMENT PROCESS

1. Graduates will provide quality professional nursing care based on a synthesis of theoretical and empirical knowledge from nursing, physical and social sciences, arts and humanities, and life experiences.

Strategies & Actions	Outcome	<u>Assessment Method and Feedback</u>
<ul style="list-style-type: none"> -Require students to successfully complete prerequisite courses with a GPA of and grade of or better in <li style="padding-left: 40px;">-Require students to complete all nursing courses with C+ or better. <li style="padding-left: 40px;">- Provide critical thinking and problem solving experiences throughout the curriculum. <li style="padding-left: 40px;">- Provide practicum experience during final semester of program. 	<p>Graduates grounded in sciences and arts related to nursing practice.</p> <p>Graduates grounded in core nursing concepts and practice.</p> <p>Graduates capable of assessing and solving problems related to nursing practice.</p> <p>Graduates able to provide quality professional nursing care.</p>	<p>Annual report of admission data to faculty. Committee review of prerequisite requirements and admission process q 2-4 years or as needed.</p> <p>Faculty advisors monitor student transcripts q semester, course faculty monitor students' theory/clinical course progress q semester, students perform self-evaluation of progress q semester. Faculty review outcomes of one designated critical thinking problem solving experience q yr and recommend changes if needed. Committee reviews student admission, retention, progression, and graduation issues q semester and recommends action.</p>

2. Graduates will use evidence as the bases for clinically competent contemporary nursing care.

Strategies & Actions	Outcomes	Assessment Methods and Feedback
<ul style="list-style-type: none"> -Require students to critically appraise research and other evidence in NURS. -Require students to apply appropriate evidence in selected clinical nursing courses. 	<p>Graduates able to appraise the value of evidence to improve nursing practice.</p> <p>Graduates able to use appropriate evidence as base for nursing care.</p>	<p>Monitor student progress in NURS q semester. Review outcomes of one critical appraisal experience q yr. and recommend changes as needed.</p> <p>Faculty review outcomes of student use of evidence in clinical courses q yr. and make recommendations for changes in NURS and evidence-based clinical experiences as needed.</p>

3. Graduates will communicate effectively using various means in a variety of roles and settings.

Strategies & Actions	Outcomes	Assessment Methods and Feedback
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4. Graduates will optimize health care to diverse individuals, families, groups and communities through collaboration with interdisciplinary health care teams.

Strategies & Actions	Outcomes	Assessment Methods and Feedback

4. Graduates will demonstrate intellectual curiosity, critical thinking, and motivations toward life-long learning.

Strategies & Actions	Outcomes	Assessment Methods and Feedback

5. Graduates will influence the quality of nursing and health care using leadership skills, management concepts and a knowledge of the political system.

Strategies & Actions	Outcomes	Assessment Methods and Feedback

6. Graduates will be legally and ethically accountable for clinical nursing practice.

Strategies & Actions	Outcomes	Assessment Methods and Feedback

7. Graduates will assume the role of a generalist nurse and become a responsible member of the profession.

Strategies & Actions	Outcomes	Assessment Methods and Feedback

Academic, Applied Technology and Student Success Committee

Action Item

Request to transfer the administrative responsibility for the existing Associate Degree in Nursing (ADN to BSN) offered by Weber State University (WSU) in Cedar City to SUU and the approval of a new curricular approach in a stand alone BSN Degree beginning Fall, 2004

Southern Utah University

Prepared for
Richard E. Kendell
By
Gary Wixom

April 6, 2004

SECTION I

The Request

Officials at Southern Utah University (SUU) request to transfer the administrative responsibility for the existing Associate Degree in Nursing (ADN) to Bachelors of Science in Nursing (BSN) offered by Weber State University (WSU) in Cedar City, to SUU and the approval of a new curricular approach in a stand alone BSN Degree beginning Fall, 2004. This proposal was approved by the Southern Utah University Board of Trustees on June 13, 2003, and provisional approval by the Board of Regents in January 2004.

SECTION II

Program Description

Complete Program Description. Currently, WSU/SUU Cooperative Nursing Program offers the following accredited programs on the SUU campus:

- ◆ Bachelor of Science in Nursing for those with a valid RN license and an Associate Degree in Nursing who want to obtain a BSN and practice as a professional nurse.
- ◆ Associate of Science in Nursing for those who want to pursue higher degrees in the future.
- ◆ Associate of Applied Science degree in Nursing for those who want to practice at the technical level of the nursing profession.

SUU is proposing an entry level BSN, which gives the students the opportunity to enroll directly into the BSN program. Officials feel that the proposed program will better serve students by providing direct access to the level of education expected of a Registered Nurse working in community, home health, school nursing, emergency rooms, ICU's and intermediate care settings as well as any consulting or administrative position in the hospital setting. By offering the BSN degree as the level of entry degree, graduates are prepared to take on administrative roles without returning to school. The proposed curriculum outline is found in Appendix A.

Purpose of Degree. The proposed SUU BSN degree is designed so that students will spend four semesters completing prerequisites and support classes and then four semesters in nursing classes (at least 12 credits per semester). If a student wanted to go full-time all year, they could complete the pre-nursing classes in four continuous semesters and then obtain the BSN Degree in three years. Officials at SUU feel that the transfer of the WSU/SUU program to SUU will increase the current number of nursing graduates that the WSU/SUU program has been producing for almost 30 years. The proposed SUU nursing program allows students to graduate with a Baccalaureate nursing degree within 4-years since several courses have been merged, resulting in the total number of nursing classes being reduced from 30 to 16, thereby saving both time and money for students.

The expectations and demands placed on a practicing nurse in today's health care settings are significantly greater than they were 20 years ago. Patients, who depend on nursing skill and knowledge for care, support and recovery from illnesses, are sicker than ever before. Because of these increased demands in nursing practice, the baccalaureate degree level of entry is the preferred minimal education level for professional nursing.

The Bachelor of Science in nursing is offered by four-year colleges and universities. The associate level of entry is for technical nursing and is typically offered by community colleges and technical colleges. SUU's mission is that of a regional comprehensive university. The baccalaureate degree is therefore more mission appropriate for SUU and is preparatory for hospital intensive and critical care, community and school health care, hospital and long term care managerial positions and is the minimum education required for entry into graduate nursing programs where there is a critical need.

Admission Requirements. Admission to the SUU proposed nursing program will be competitive. SUU will have an admission committee. Students will apply to the nursing program 6 months before anticipated admission. Admission will be based on GPA, support course GPA, ACT scores, work or service experience, letters of reference.

Student Advisement. If the proposed program is approved, advisement will be done by both SUU faculty and a specialist advisor provided by the SUU College of Science. Financial and administrative issues will be resolved in person with SUU administrative offices.

Justification for Number of Credits. The current WSU/SUU program requires 127 semester hours, which is above the Board of Regents guidelines for a baccalaureate degree. The proposed SUU program will require 122 hours (the minimum requirement for a baccalaureate degree at SUU) and will be completed in 4 years (8 semesters) without summer school or in as little as 3 years if students take a full load during the summer. The total number of nursing credit hours required is 64, which is in line with other accredited baccalaureate level of entry programs.

External Review and Accreditation. At SUU, an external advisory board meets annually and has discussed the possibility of SUU taking over administration of the WSU/SUU nursing program. The advisory board strongly supports this move. A list of board members is on file with the Commissioner's office.

The current WSU/SUU programs are all fully accredited. SUU has discussed their proposed baccalaureate degree program with the director of the State Board of Nursing. The Board is supportive of the BSN level of entry education philosophy. SUU has also discussed requirements and guidelines for state approval of the program with Board of Nursing representatives. We anticipate full compliance with all state guidelines until we can apply for national accreditation. Programs cannot apply for accreditation with the National League for Nursing Accreditation Commission (NLNAC) until they have graduated their first class. SUU intends to comply with all state and national standards and will seek accreditation by NLNAC as soon as appropriate.

Projected Enrollment. Current enrollment in the WSU/SUU program is 24 new students per year. The program was able to admit an additional 8 students for the 2003-2004 class because \$50,000 in one-time funds was donated by IHC through Valley View Medical Center.

SUU will increase enrollments to meet demand. We anticipate enrollment to increase to 40 students in the first year that we implement the four-year curriculum. Twenty students will be admitted at the beginning of the fall semester and 20 will be admitted at the beginning of the spring semester. The Increased enrollments will be possible because SUU will use the tuition dollars generated by the program and reinvest it into increased faculty

on the SUU campus.

Year	New Student FTE Enrollment	Student to Faculty Clinical Ratio
2003-04	40	8:1
2004-05	40	8:1
2005-06	40	8:1
2006-07	48	8:1
2007-08	48	8:1

Expansion of Existing Program. Current enrollment capacity in the WSU/SUU program is 24 new students per year. SUU has adopted a new budget model that distributes resources among all the academic units based on the state revenues that flow to SUU from Student Credit Hour production. SUU indicates they will be able to allocate resources to hire part time or full time faculty as enrollments grow. This will happen within a year or two to meet the growing demand and interest in the BSN nursing program. Rather than increase class size, the faculty will admit 24 each semester. This will require hiring additional masters and PhD prepared nursing faculty. The campus manager is aware of several nurses currently pursuing master's degrees who have expressed interest in teaching at SUU; she has discussed teaching contracts with two doctoral prepared nurses interested in teaching at SUU.

Enrollment Trends

<u>Academic Year</u>	<u>Number of Graduates in Spring</u>	
Fall 2003-Spring 04 (anticipated)	26 Associate,	10 BSN
Fall 2002-Spring 03	28 Associate	10 BSN
Fall 2001-Spring 02	11 PN to RN, Associate	
Fall 2000-Spring 01	31 Associate	5 BSN
Fall 1999-Spring 00		8 BSN
Fall 1998-Spring 99	30 Associate	

Note that BSN graduates come into the completion program with an Associate Degree and RN licensure. BSN graduates from the WSU/SUU program are not new RN's

Enrollment numbers over the past several years require an explanation. In 1995, the Board of Regents cut part of the cooperative funding coming to SUU (two faculty positions) and directed WSU/SUU to drop to every other year admissions for the AD program. (The BSN completion program had admitted on an every other year basis since inception in 1990.) Following that directive, 24 new students were admitted to the first year of the program. Up to 8 additional LPN students were admitted to join the group of 24 students for the second year of the program. Using this format, SUU graduated up to 32 students *every other year* with an associate degree who were prepared to take the RN examination. Viewed from a two-year perspective, this produced an effective rate of, on average, 16 graduates per year.

In 2001, the state legislature restored part of the funding that had reduced the WSU/SUU program to every other year admissions. With money restored, two additional faculty were hired. In addition to the 24 first year students, a group of 11 PN students were admitted to complete their second or PN to RN year. This added

an additional 11 RNs to the workforce and returned the SUU campus to yearly admissions for the AD program.

The BSN completion program at SUU is unique to WSU. It is the only campus outside of the Ogden campus that has both the ADN and BSN programs functioning on an ongoing basis. When SUU was forced into every other year admissions for the ADN program, adjustments were made to make the BSN program available to ADN graduates the fall semester following completion of the AD program. This was done to encourage students to continue their education and obtain a BSN degree. Thus, there was a period of yearly admission to the BSN completion program. The WSU/SUU nursing program was able to fully return to yearly admissions for both AD and BSN levels during the 2002-2003 academic year, the first year in which all four years were in concurrent operation. The WSU/SUU faculty worked very hard to make the WSU program fit the needs of the students attending on the SUU campus.

Applications to the WSU/SUU associate degree program, over the past three years, have been more than double the number of available openings. Judging from the enthusiasm expressed by potential applicants and their parents (many times one or both parents of applicants are RNs), the SUU BSN program will be very popular and enrollment is expected to grow.

Under the proposed SUU BSN Program, 32 students would be sustained in each cohort year, yielding 32 *BSN graduates each year*, or approximately *three times* the current number of BSNs graduates.

Faculty. SUU intends to continue the nursing program with the faculty members employed in the WSU/SUU program. Two current faculty members are enrolled in accredited doctoral programs. Salaries of current faculty are based on the Weber State University pay scales and SUU will continue to make adjustments based on peer institutions and CUPA averages. Current funding levels for salaries are adequate. Funding for professional development is also adequate. Current faculty attends workshops and maintain outside nursing practice to keep up with advances in the profession. Fall 2004, a PhD prepared nurse will be on staff to help develop the program and assure compliance with state guidelines. Current funding is sufficient to hire this consultant. A full time PhD prepared nurse will direct the program when accreditation application is made. We anticipate adding faculty positions as student and market demand warrant. **A list of the current faculty appear in Appendix B**

Staff: No additional secretarial or other staff is needed for the SUU program. All support for the WSU/SUU Cooperative program, including staff support, comes from the funds currently allocated to the SUU program. With SUU administration of the funds, funding will continue as currently allocated. The only change would be the elimination of billing processes now required in both the WSU and SUU accounting departments.

Library. The current library holdings at SUU fully meet accreditation requirements. As stated previously, Cooperative funding now supports library resources for the nursing program on the SUU campus. This support will continue. In addition, SUU will allocate a percentage of campus revenues to the Nursing Program and a member of the nursing faculty is designated annually to order new books/monographs/journals/and online materials. No additional funds are needed for library resources.

Learning Resources. The current learning resources at SUU are adequate. In addition to the Gerald R. Sherratt library, there are computer labs in every building on campus, a Freshman Success Center, Specialized Advisors for each College or School, Math Tutor Labs, English Tutor Labs, and a Faculty Development Center.

Institutional Readiness. The existing administrative structure is prepared to absorb the addition of the

proposed program. No new organizational changes will need to be added in order to deliver the program.

Section III

Need

Program Necessity. The service area for Southern Utah University includes at least eight counties in central and southern Utah. Nursing programs available to students in this service area include those of Dixie State College, University of Phoenix, and the WSU/SUU program as well as Mojave Community College operating in Colorado City. Still, the demand for Associate and Baccalaureate prepared nurses far outpaces the supply by these programs. Perhaps just as critical as the need for technical (Associate) and professional (BSN) nurses are the need for Masters level nurses that can serve both in clinical and academic settings. The real bottleneck at this point is colleges and universities not being able to hire academically qualified nursing teaching faculty. Teaching faculty must have a minimum of a Masters degree. The SUU proposed BSN will prepare students to enter graduate programs in greater numbers.

WSU/SUU faculty received 87 applications for the fall 2003 program. Fifteen per cent were from Washington County, 67 % from Iron County northward to the Wasatch Front, and 18% from Northern Utah and elsewhere. The need is clear.

National Need: The predicted national nursing shortage numbers are overwhelming (over 800,000 by the year 2020).

National Supply and Demand Projections for FTE Registered Nurses: 2000 through 2020

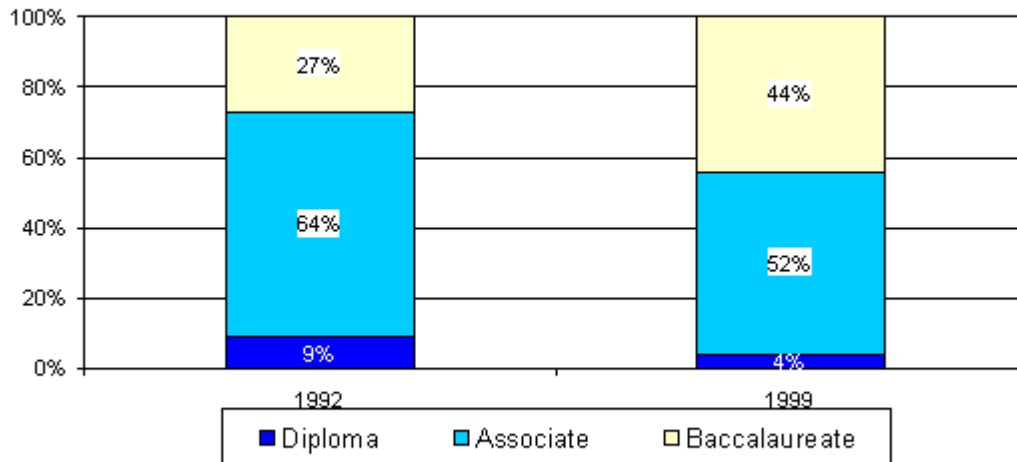
Dates	Supply	Demand	Excess or Shortage (supply less demand) (- = shortage)	Percent Shortage
2000	1,889,243	1,999,950	-110,707	-6%
2001	1,912,667	2,030,971	-118,304	-6%
2002	1,937,336	2,062,556	-125,220	-6%
2003	1,959,192	2,095,514	-136,322	-7%
2004	1,989,329	2,128,142	-138,813	-7%
2005	2,012,444	2,161,831	-149,387	-7%
2006	2,028,548	2,196,904	-168,356	-8%
2007	2,039,772	2,232,516	-192,744	-9%
2008	2,047,729	2,270,890	-223,161	-10%
2009	2,059,099	2,307,236	-248,137	-11%
2010	2,069,369	2,344,584	-275,215	-12%
2011	2,075,891	2,379,719	-303,828	-13%
2012	2,075,218	2,426,741	-351,523	-14%
2013	2,068,256	2,472,072	-403,816	-16%
2014	2,061,348	2,516,827	-455,479	-18%
2015	2,055,491	2,562,554	-507,063	-20%
2016	2,049,318	2,609,081	-559,763	-21%

2017	2,041,321	2,656,886	-615,565	-23%
2018	2,032,230	2,708,241	-676,011	-25%
2019	2,017,100	2,758,089	-740,989	-27%
2020	2,001,998	2,810,414	-808,416	-29%

Supply and Demand Projections for the State of Utah FTE Registered Nurses: 2000 through 2020

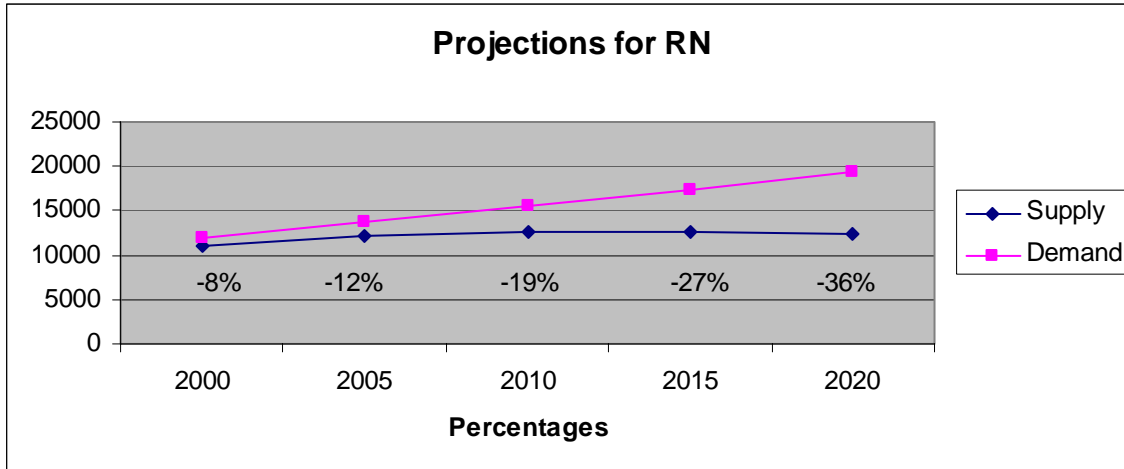
Utah	Supply	Demand	Excess or Shortage (supply less demand) (- = shortage)	Percent Shortage
2000	10940	11900	-960	-8%
2005	12088	13766	-1678	-12%
2010	12617	15508	-2891	-19%
2015	12679	17312	-4633	-27%
2020	12407	19332	-6925	-35.80%

Chart 3: Distribution of RN Graduates by Educational Preparation: 1992 and 1999



Source: National Council of State Boards of Nursing, NCLEX exam

State Need: In the year 2000 there was a shortage of 960 nurses. By 2005 Utah will be short 1700 nurses. By 2010 we will be short 2,900 nurses. By 2015, 4,600 nurses. By 2020, almost 7,000 nurses. The greatest need is at the baccalaureate and graduate levels because modern nursing care requires higher thinking skills and decision making ability.



Southern Utah Region Need: Although Washington County is, arguably, the fastest growing region in Utah, it too is part of the service area of Southern Utah University and deserves to have an adequate supply of health professionals. The SUU program is designed to compliment other two-year programs in the region. Feedback from members of our advisory board who represent hospitals and care centers in central and southern Utah, clearly indicates that a nursing program at SUU is essential to maintain adequately trained nursing staff in their facilities. A summary statement tells the story, “We are okay in our facility because we have just enough of our people going through the SUU program each year to keep us staffed.” Furthermore, because SUU draws

nearly one-third of its students from the Wasatch Front, we expect that a number of our graduates will be placed in health care facilities there, as many have been in the past.

Student Demand. Southern Utah University conducted surveys of the constituency and found the following. Students stated they would enroll in a 4-year curriculum that would yield a BSN in the same amount of time that it takes most of them to complete an Associate degree. Lindsey Little, first year student representative, stated “students are very pleased with nursing instructors at SUU.”

End of program evaluations completed by AD students in the spring of 2003 were very complimentary of the program at SUU with one exception: “the hassle of dealing long distance with Weber.”

Students who have come into the nursing offices at SUU and those going through new student orientation at SUU are excited and enthusiastic about the SUU BSN program. They are eager to be admitted into the SUU program. Previous students have expressed satisfaction with the education they received on the SUU campus. One student who graduated from the AD program on the SUU campus and subsequently enrolled in the University of Utah Medical School stated he felt very well prepared for the type of case studies and challenges he faced in medical school.

Students involved in the WSU/SUU nursing program have provided input into the structure of the SUU program. Student input (expressed concerns and frustrations as well as expressed strengths of the existing program) has provided direction for faculty in discussion and development of the SUU program.

Similar Programs. The accelerated curriculum proposed for SUU will be the only one south of Salt Lake City, Wasatch Front region. The baccalaureate degrees offered by Westminster College and Weber State

University are typical of curricula that spread nursing courses over the entire four years of baccalaureate education. This works well for students who enter college certain of career goals. This hampers students and prolongs the education process for students who determine a career path after one or two years of general education courses and are forced to backtrack to complete nursing courses spread in sequence over four years.

Collaboration with and Impact on Other USHE Institutions. The SUU 4-year nursing degree will articulate seamlessly with other Nursing programs such that transfers may be accomplished with ease. For example, DSC AD graduates wishing to transfer from the ADN to SUU's BSN program will complete the designated courses which, once the program is solidly functioning, will be consolidated into three consecutive semesters.

Benefits. Central and Southern Utah communities will benefit from SUU's focused program that yields increased numbers of professional level (BSN) nurses. These graduates will both enter the workforce at a professional level, ready for advancement, and be qualified for admission into Masters Nursing programs. This will assist in relieving the single most important bottle neck in the preparation of more Associate and Baccalaureate Nurses: availability of Masters level nursing faculty for our colleges and universities.

Consistency with Institutional Mission. SUU's 4-year program is a critical component in fulfilling the mission of Southern Utah University as well as continuing a tradition of excellent nursing education on the Southern Utah University campus.

Section IV

Program and Student Assessment

Program Assessment. The SUU Division of Nursing will conduct ongoing program assessment through external and internal evaluation processes. These evaluations will include: student and faculty evaluation of curriculum, clinical sites, and learning resources; student performance on the NCLEX examination, admission and graduation rates; student evaluation of faculty performance; and, evaluation for accreditation by a national accreditation body (NLNAC).

Goals for SUU Baccalaureate Nursing Program

I. Participate fully in the Southern Utah University and College of Science structure such that our mission, vision, goals and outcomes are aligned with the larger goals of the institution.

II. Develop faculty as a community of health care professionals dedicated to excellence in teaching, scholarly endeavors, practice, and professional community service and who provide leadership in nursing practice to the local community and statewide.

III. Deliver high quality educational nursing programs to diverse student populations who are engaged in a comprehensive program of learning that emphasizes caring, critical thinking, problem solving, ethical decision-making, and communication.

Evaluation Measures and Continuous Quality Improvement Process for Meeting Program Goals **Formative Evaluation Measures:**

1. *SUU Division of Nursing Committee and Meeting Minutes.* Data from committee and meeting minutes show that written organization components are reviewed and updated yearly or as needed and that data from program and outcomes measures are being used for continuous quality improvement.
2. *Annual Nursing Faculty Reviews and Clinical/Tenure and Promotion Documents.* Data from annual review of faculty (including student evaluations of faculty) show faculty progress toward meeting individual goals and requirements for clinical or tenure track and promotion. Data is used to guide and advise faculty in developing individual goals and continuing or improving their progress toward meeting service, teaching and scholarly activity requirements.
3. *Annual Advisory Council Meeting Minutes.* Data from annual advisory council meetings show the nursing program is meeting the needs of the regional community and/or giving suggestions for continuous quality improvement. Data is used as feedback to faculty and students for revisions and updates of organizational structure, program policies, and curriculum.
4. *Student Exit Interviews.* Data from student exit interviews show student perceptions of program strengths and weaknesses and student success in finding nursing jobs. Data are used as feedback to administration and faculty for revisions and updates of organizational structure, program policies, and curriculum.
5. *Employer Surveys.* Data from employer surveys (2 year cycle) show the nursing program is meeting the needs of regional employers and/or suggestions for improvement. Data are used as feedback to faculty and students and lead to changes in policies and curriculum as needed for continuous quality improvement.
6. *Alumni Surveys.* Data from alumni surveys (4 year cycle) show alumni perceive the nursing program has prepared them to practice nursing and/or suggestions for needed improvements in the program. Data feedback is to appropriate faculty committees and is used to review and revise program policies and curriculum.

Summative Evaluation Measures:

1. Utah State Board of Nursing full approval granted (will be granted during Spring semester 2004 according to email received from Laura Poe) and is continuous thereafter.
2. Granted full accreditation of nursing program by Commission on Collegiate Nursing Education (CCNE) during academic year 2006/2007 (or within 2 years of application for accreditation) and continues as full accreditation with review on a 10-year cycle thereafter.
3. SUU continued accreditation by Northwest Association of Schools and Colleges which was successfully renewed in January 2004.

Standards and Competencies of SUU Nursing Students at Time of Graduation

Upon completion of the Southern Utah University Baccalaureate Nursing Program Graduates will be able to do the following:

1. Provide quality professional nursing care based on a synthesis of theoretical and empirical knowledge from nursing, physical and social sciences, arts and humanities, and life experiences.
2. Use evidence as the bases for clinically competent contemporary nursing care.
3. Communicate effectively using various means in a variety of roles and settings.
4. Optimize health care to diverse individuals, families, groups and communities through collaboration with interdisciplinary health care teams.
5. Demonstrate intellectual curiosity, critical thinking, and motivations toward life-long learning.
6. Influence the quality of nursing and health care using leadership skills, management concepts and a knowledge of the political system.
7. Be legally and ethically accountable for clinical nursing practice.
8. Assume the role of generalist nurse and become a responsible member of the profession.

These student outcomes were chosen based on a comprehensive review of the competencies suggested by the following esteemed nursing education and health care organizations: The Utah State Board of Nursing, The National League of Nursing, American Association of Colleges of Nursing and their accrediting body Commission on Collegiate Nursing Education, American Nurses Association, and The PEW Health Professions Commission. In addition to the above student outcomes, the graduates of SUU Baccalaureate Nursing Program will be guided in the competent and ethical practice of nursing by the American Nurses Association's (ANA) standards found in the following ANA publications: *Scope and Standards of Nursing Practice*, *The ANA Code of Ethics for Nurses*, and *Nursing's Social Policy Statement*. These standards are accepted as the legal and ethical standards for the practice of nursing within the nursing and legal communities and within other health care professions.

Student Assessment: Evaluation Measures and Continuous Quality Improvement for Student Outcomes

Formative Evaluation Measures:

1. *Total Testing Program form ERI.* Data from Total Testing—a program from ERI that includes testing and individual student remediation each semester culminating in an NCLEX review course during final semester of program—analyzed by faculty and used for continuous quality improvement of curriculum.
2. *Student Self-Assessment Tool.* Data from students self-assessment of learning abilities and needs (completed 1st, 3rd and final semesters of the program) is used to advise students in making personal plan for improvement of critical thinking and life-long learning abilities and will document students learning abilities on entering the program, as they progress through the program, and at graduation. Data will be used by faculty to update and change course assignments and projects semester-by-semester as needed.
3. *Annual reports on admission, progression, attrition, graduation, and NCLEX pass rates.* Data monitored to determine if policies are followed and to determine if advisory and remediation policies and

processes are helping students' progress in a timely manner through the program. Data are also tracked to see if program is helping students to be successful in passing NCLEX. Data feedback is to appropriate program committees to determine the need for revisions or changes and to initiate the changes as needed.

4. *Student and Faculty Curriculum Evaluation Tools.* Data from student and faculty evaluation of curriculum, clinical sites, and learning resources (completed every semester) show student learning is taking place in a professional environment and there are adequate resources to provide a quality nursing education. Data from tools is used by faculty and student committees to update and make changes in program as needed.

Summative Evaluation Measures:

1. Admission, attrition, graduation, and job placement rates at or above benchmarks.
2. NCLEX passing rates at or above national passing rates.
3. Utah State Board of Nursing full approval granted (will be granted during Spring semester 2004 according to email received from Laura Poe) and continuous thereafter.
4. Granted full accreditation of nursing program by CCNE during academic year 2006/2007 and continued full accreditation on a 10-year cycle thereafter.

Data from the above measures will be documented and presented to faculty members, students, and administrators through appropriate program committees and venues such as curriculum committee, program evaluation committee, administrative and faculty discussions, and SUU Nursing Advisory Board meetings. Data will be used to support changes and revisions as needed to improve the organizational structure/policies and academic programs. Depending on the degree and type of change needed, changes and revisions will be made during a semester, annually or on a longer cycle depending on need. For example, changes to courses and policies may be needed from one semester to another while major curriculum and policy changes may be needed only every 2-4 years depending on results of program goal and outcome evaluation data and systematic cyclic reviews. The process will be tracked through meeting minutes and standard reports required by SUU Central Administration, SUU Division of Nursing Bylaws, Utah State Board of Nursing, and the accrediting bodies Commission on Collegiate Nursing Education and Northwest Association of Schools and Colleges.

Continued Quality Improvement. SUU has both internal and external feedback mechanisms to evaluate curriculum, faculty development, and graduates' work performance. Additionally, nursing faculty members on the SUU campus have been actively involved in quality assessment and improvement committees at WSU. The process of evaluation and improvement will continue with the SUU program.

Section V

Finance

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

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Faculty Salaries • 5.5 FTE all have MS +PhD Administrator	209,000	254,000	266,700	280,035	294,037	308,739
Staff, 1.6 FTE	50,000	50,000	52,500	55,125	57,880	60,775
Benefits	98,300	121,600	127,680	134,064	140,767	147,805
Current Expenses	15,000	7,500	20,000	20,000	12,000	7,000
Professional Development Travel	9,000	6,000	12,000	15,000	12,000	6,000
Accreditation related Expenses (memberships, consultant visits)	8,500	13,000	7,500	7,500	5,000	5,000
Capital (Equip)	13,000	2,500	35,000	15,000	12,000	5,000
Total	402,800	453,600	521,380	526,724	533,684	540,320

Reallocation: No reallocation of funds is anticipated at this time.

Impact on Existing Budgets: No additional state funding will be required. SUU will reinvest tuition dollars back into the nursing program allowing for expansion of the program.

Funding Sources:

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
State Funding WSU/SUU Co-op Program	272,900	272,900	272,900	272,900	272,900	272,900
State Funding for SUU site	130,000	130,000	130,000	130,000	130,000	130,000
Tuition		50,400	119,022	124,951	131,200	137,781
Total	402,900	453,300	521,922	527,851	534,120	540,681

Appendix A – Proposed Program Curriculum

Proposed Curriculum—BSN at Southern Utah University

SUPPORT CLASSES are italicized

First Year			
Course	Credits	Course	Credits
Bio 2210/2220(Anat)	4	CS 1000	3
English 1010	3	English 2010	3
Math 1010*	3	Math 1040	4
<i>LM 1010</i>	<i>1</i>	<i>American Institutions</i>	<i>3</i>
<i>NFS1020</i>	<i>3</i>	<i>Comm 1310</i>	<i>3</i>
<i>ECD 1500</i>	<i>3</i>		
<i>Student Success</i>	<i>1</i>		
<i>*if needed</i>			
<i>Total credit hours</i>	<i>15/18*</i>		<i>16</i>

Second Year			
Course	Credits	Course	Credits
Bio 2010/2020 (Phys)	4	Pathophysiology	4
<i>Chem 1110/1130</i>	<i>4</i>	<i>Chem 1120/1140</i>	<i>6</i>
<i>Fine Arts</i>	<i>3</i>	<i>Bio (Micro)2110/2120</i>	<i>4</i>
<i>NURS 1010 Exploration of Nursing</i>	<i>2</i>	<i>Interdisciplinary</i>	<i>3</i>
<i>Psych 1010</i>	<i>3</i>		
<i>Total credit hours</i>	<i>16</i>		<i>17</i>

Completion of all Science Support Courses with a grade of "C" or better (a C- grade is not acceptable)

(Acceptance to Nursing Program required for these courses)

1 st Semester Course	Credits	2 nd Semester Course	Credits
NURS 3120 Health Assessment	3	NURS 3220 Pharm and Therapeutic Interven	3
NURS 3130 Fund. of Nursing (4 theory + 4 clinical)	8	NURS 3230 Care of Adults (4 theory + 4 clinical)	8
NURS 3140 Foundations of Professional Nursing	3	NURS 3240 Concepts in Mental Health Nsg	2
		NURS 3260 Nursing Theory & Research	3
<i>Total credit hours</i>	14		16

3 rd Semester Course	Credits	4 th Semester Course	Credits
NURS 4330 Care of the Family (3 theory + 3 clinical)	6	NURS 4430 High Acuity Nursing (3 theory +2 clinical)	5
NURS 4340 Concepts in Geriatric Nsg	2	NURS 4440 Contemporary Nsg Issues	3
NURS 4350 Community Nsg (3 theory + 3 clinical)	6	Legal, Ethical, Moral, Financial, Politics) NURS 4550 Leadership & Management in Nsg (4 theory + 4 clinical)	8
<i>Total credit hours</i>	14		16

(Minimum GPA required to enter the nursing program is 3.0)

Course descriptions for nursing courses at SUU

NURS1010 Exploration of Nursing (2)

Exploration of professional nursing roles and responsibilities. Introduction to basic principles of nursing, requirements for entry into practice, nursing employment opportunities. Introduces medical terminology, communication and collaboration, and working as part of the health care team. Credit hours (2), two classroom hours per week. Prerequisites: none

First Semester

NURS 3120 Introduction of Health Assessment (3)

Health assessment across the life span through development of interviewing and physical assessment skills. Focuses on skills to conduct comprehensive health assessment. Credit hours (3), three classroom hours per week. Prerequisites: acceptance into the nursing program.

NURS 3130 Fundamentals of Nursing Practice (8)

Introduces students to fundamental nursing skills, communication, and problem-solving utilized in basic nursing

care. Nursing concepts, processes, and practices provide nursing students with a firm foundation for nursing study. Credit hours (8: 4+4), 4 classroom hours and 12 clinical hours per week. Prerequisites: acceptance into the nursing program.

NURS 3140 Foundations of Professional Nursing (3)

Theoretical and practice concepts upon which nursing is based. Expectations for professional writing; evidence-based practice; historical evolution of nursing; health teaching; principles of health promotion; primary, secondary, and tertiary prevention. Credit hours (3) 3 classroom hours per week. Prerequisites: acceptance into the nursing program.

Second Semester

NURS 3220 Pharmacology and Therapeutic Interventions (3)

Pharmacotherapeutics and complementary interventions to facilitate coping and healing processes. Credit hours (3) 3 classroom hours per week. Prerequisites: completion of all 3100 level courses.

NURS 3230 Care of Adults (8)

Conceptual basis for understanding acute physical health alterations in adult clients. Roles and responsibilities of nurses; physical, mental, emotional, social, and environmental factors that alter health. Provide nursing care to adults in a variety of settings. Credit hours (8:4+4) 4 classroom hours and 12 clinical hours per week. Prerequisites: completion of all 3100 level courses.

NURS 3240 Concepts in Mental Health Nursing (2)

Nursing concepts basic to mental health and wellness across the lifespan: common mental illnesses, therapeutic relationships; family dynamics; self-image/self-esteem; crisis intervention; group process; coping with acute and chronic illness; stress management. Credit hours (2) 2 classroom hours per week. Prerequisites: completion of all 3100 level courses.

NURS 3260 Nursing Theory and Research (3)

Theoretical and research base for nursing practice. Understanding nursing theory; research critique and application to enhance nursing practice. Credit hours (3), 3 classroom hours per week. Prerequisites: completion of all 3100 level courses.

Third Semester

NURS 4330 Care of the Family (6)

Needs of the family during childbearing and childrearing phases of family development. Emphasis on nursing actions to preserve, promote, and restore health of families in a variety of settings. Credit hours (6:3+3), 3 classroom hours and 9 clinical hours per week. Prerequisites: completion of all 3100 level courses.

NURS 4340 Concepts in Geriatric Nursing (2)

Needs of older adults addressing emotional, social, physiologic and behavioral changes. Focuses on ageism, gender issues, chronicity, death and dying, loss, life review. Credit hours (2) 2 classroom hours per week. Prerequisites: completion of all 3100 level courses.

NURS 4350 Community Health Nursing (6)

Theory, concepts and practices of community health nursing. Emphasis on culturally sensitive care for individuals, families, and groups in a variety of community settings. Includes identification of community resources for implementing change to promote community health. Credit hours (6:3+3), 3 classroom hours and 9 clinical

hours per week. Prerequisites: completion of all 3100 level courses.

Fourth Semester

NURS 4430 High Acuity Nursing (5)

Focus on care of individuals across the lifespan with multiple complex health alterations. Students practice critical decision making in a variety of settings. Credit hours (5:3+2), 3 classroom hours and 6 clinical hours per week.

Prerequisites: completion of all 3200 level courses.

NURS 4440 Contemporary Issues in Nursing (3)

Exploration of current legal, ethical, moral, economic and political impacts on health care. Exploration of the role of nurses in today's health care environment. Credit hours (3), 3 classroom hours. Prerequisites: completion of all 3200 level courses

NURS 4550 Leadership and Management in Nursing (8)

Historical and contemporary management and leadership concepts are studied, evaluated and applied. Students conduct self-analysis of leadership traits and develop individual leadership abilities. Clinical experience provides individual opportunity for transition to the role of professional registered nurse. Credit hours (8:4+4), 4 classroom hours and 12 clinical hours per week. Prerequisites: completion of all 3100, 3200, and 4300 level courses. 4400 classes must be completed or be a co-requisite to this course.

Appendix B

Administration/Faculty

Nursing Administration:

Harold Ornes, Ph.D.,
Dean of the College of Science

Karla Dalley, Ph.D.,
Chief Nurse Administrator

Donna Lister, APRN-C, FNP, MS
WSU/SUU Campus Coordinator

Nursing Faculty:

Karla Dalley, Ph.D.
Chief Nurse Administrator
Associate Professor

Susan Gardner, RN, MS
Assistant Professor
Area of Specialization:
 Assessment
 Alternative health care
 Leadership and administration concepts
23 years experience in nursing education

Donna Lister, APRN-C, FNP, MS
Associate Professor
Currently enrolled in an accredited Ph.D. program
Area of Specialization:
 Family Health Care
 Pathophysiology
 Current Nursing Issues
 Community Health
 Rural Health Care
 Nursing Leadership
12 years experience in nursing education, 10 years in public health, 6 years in nursing/hospital administration

Alan Pearson, APRN-C, FNP, MSN
Assistant Professor
Area of Specialization:
 Family Health Care
 Pediatrics
 Wound Care
 Technology

3 years experience in nursing education, 4 years in school nursing

Janet Warner, MSN

Assistant Professor

Area of Specialization:

OB/Newborn

Pediatrics

Nursing Administration

7 years experience in nursing education, 25 years in OB, labor/delivery/newborn nursing, 8 years in nursing administration.

DeAnn Brown, CNM, MSN

Adjunct Faculty

Area of Specialization:

High Risk OB

Nursing Administration

Rural HealthCare

1 year of experience in nursing education, 6 years in nursing administration,

Betsy Hatfield, BSN

Professional Staff/Skills Lab Coordinator

Area of Specialization:

Fundamental Nursing Skills

20 years nursing education experience

Shelly Ebert, APRN, C-FNP, MS

Assistant Professor

Area of Specialization:

Medical/Surgical Nursing

Pediatric ENT

19 years of nursing experience

April 7, 2004

MEMORANDUM

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 institutions for consideration by the Regents on the Consent Calendar of the Academic, Applied Technology, and Student Success Committee:

A. Dixie State College

1. Emphasis in Accounting to Existing BS Degree in Business Administration

Request: Dixie State College requests approval to add an emphasis in Accounting to the existing BS degree in Business Administration in order to provide graduates with additional flexibility in the job market. Approved initially in 1999, the BSBA degree included an upper-division core and a set of electives designed to give students the flexibility to pursue curricular emphases. In March, 2001, Regents approved the program's first emphasis – Internet and Visual Technologies. This proposal is to add a second emphasis in Accounting.

Need: The Utah Department of Workforce Services projects statewide 330 new jobs annually in accounting and auditing occupations during the next ten years at the baccalaureate level, in addition to 1560 new business and finance related positions in Utah. This proposed Accounting emphasis will provide graduates with greater opportunities for employment in auditing, finance, and business fields. Based on a recent survey, there is significant interest in this emphasis among Dixie students and the local business community.

Institutional Impact: The proposed Accounting emphasis will require the addition of two new courses to the existing business curriculum – Auditing and Not-for-Profit Accounting. This would create an 18-credit-hour emphasis in Accounting.

Finances: Dixie State College will offer the Accounting emphasis using current faculty resources within the existing budget of the College. No new funds are requested to implement the proposed new emphasis.

B. Utah State University

1. Discontinuance of MA degree in Dairy Science in the Department of Animal, Dairy and Veterinary Sciences, College of Agriculture

Request: Utah State University requests approval to discontinue offering the MA degree in Dairy Science in the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture.

Need: Students in this field currently earn the MS degree in Dairy Science, and the MA degree is not currently offered.

Institutional Impact: Elimination of the MA degree is part of an ongoing effort to streamline programs in the Department. Removal of the MA degree will have no institutional impact.

Finances: Discontinuance of the MA degree in Dairy Science will have no financial impact at the institution.

2. Discontinuance of BA degrees in Agricultural Education, Agricultural Technology, and in Family and Consumer Sciences Education, Department of Agricultural Systems Technology and Education, College of Agriculture

Request: Utah State University requests approval to discontinue offering BA degrees in Agricultural Education, Agricultural Technology, and in Family and Consumer Sciences Education in the Department of Agricultural Systems Technology and Education in the College of Agriculture.

Need: Students in these fields currently earn the BS degree in this Department, and the BA degree is no longer needed nor offered.

Institutional Impact: Elimination of the BA degree is part of an ongoing effort to streamline programs in the Department. Removal of the BA degree in these fields will have no institutional impact.

Finances: Discontinuance of the BA degree in these fields will have no financial impact at the institution.

3. Transfer: Family Finance Emphasis within the BS in Family and Consumer Sciences to the BS in Family and Human Development, Department of Family, Consumer, and Human Development, College of Education and Human Services

Request: Utah State University requests approval to transfer the Family Finance Emphasis within the BS degree in Family and Consumer Sciences to the BS degree in Family and Human Development in the Department of Family, Consumer, and Human Development, College of Education and Human Services.

Need: The BS in Family and Consumer Sciences has been restructured to include as required courses those that were previously part of the Family Finance Emphasis. Thus, the Family Finance Emphasis should be discontinued within this BS degree program. At the same time, the Department of Family and Human Development is requesting that the Family Finance Emphasis be transferred to the BS in Family and Human Development to give students the opportunity to obtain additional training in family finance. This request is a result of the consolidation and restructuring of the two programs and reflects the changed composition of the Family, Consumer, and Human Development Department.

Institutional Impact: This request is basically a final housekeeping measure in the reconfiguration of the FCHD Department, and no institutional impact is anticipated.

Finances: No new funding is required and this request will have no financial impact.

C. Weber State University

1. Deletion: Emissions Technician Certificate Program, Department of Sales and Service Technology, College of Applied Science and Technology

Request: Weber State University requests approval to delete the Emissions Technician Certificate program in the Department of Sales and Service Technology, College of Applied Science and Technology. The ETC program is an 8-course, 18-credit program that prepares students to repair failed EI/M vehicles. All of the courses in this certificate program are also part of existing associate and baccalaureate degree offerings within the Automotive Program housed within the SST Department.

Need: No students have enrolled solely in the Emissions Technician Certificate program during the past five years, and there is no indication of future student interest. Since all courses in the ETC program continue to be offered as Automotive courses within other degree programs, any future interested students can still complete the course work. Upon completing the 18 required credits, they could receive a certificate of completion in lieu of the current institutional certificate.

Institutional Impact: The only impact of this program deletion will be changes in the catalog and other institutional documents where this certificate is identified.

Finances: The financial impact of deleting this certificate program will be minimal in either costs or savings and will only involve the regular updating of documents.

2. Addition: Honda PACT Emphasis within the Existing AAS Degree in Automotive Service Technology, Sales and Service Technology Department, College of Applied Science and

Technology

Request: Weber State University requests approval to add a seventh area – the Honda PACT emphasis – to the current Automotive Service Technology AAS degree program in the Sales and Service Technology Department of the College of Applied Science and Technology. This new emphasis will focus on Honda and Acura products. The other six areas or emphases in the degree program are Chrysler CAP, General Motors ASEP, General Motors BSEP (collision repair), Toyota T-TEN, ATEP (comprehensive coverage of all major manufacturers' products), and Heavy Duty Truck Technology (articulated with UCAT/Davis, specializing in Mack and Volvo White products). Each of these emphases, including the proposed Honda PACT emphasis, requires 12 courses or 45 credits of specialty courses as part of a 69-credit AAS degree program.

Need: WSU has a respected history of entering into automotive corporation partnerships that assure students with direct access to state-of-the-art automotive technology. These partnerships also fund training centers with short courses for automotive technicians and service management personnel throughout Utah and in several western states. Because of WSU's excellent track record with Chrysler, General Motors, and Toyota, the Department was approached by American Honda Motor Company in 2002 to develop and offer automotive courses focused on Honda products. There are nine such Honda PACT programs in the United States. Initially taught on an experimental basis at WSU, the Honda PACT courses have had an average enrollment of 12 students per course. It is now expected that enrollment in the Honda PACT emphasis will approximate 24-30 first and second-year students annually for the next five years, depending upon the number of dealers who provide internship experiences for students. This new Honda emphasis will help WSU fulfill its institutional mission by providing job-entry degree programs that meet the needs of Utah employers for highly qualified employees. It also creates another successful community partnership, a high institutional priority at the University.

Institutional Impact: Since 2002, WSU has received 12 cars, assorted tools, equipment and training worth approximately \$350,000 from the American Honda Motor Company in support of the Honda PACT courses. It is expected this level of vehicle and equipment support will continue for the life of the program. There are currently seven full-time Automotive faculty who teach about 120 total students in the seven automotive areas of emphasis. These faculty have been adequate to teach the Honda courses on an experimental basis during the past two years, which should also be sufficient for the future. The twelve Honda emphasis courses are offered on an alternate year basis – three courses each in fall and spring semesters. Two additional staff members support the automotive programs, and the seventh emphasis area will not negatively impact their responsibilities. With appropriate scheduling, the current 28,000 square feet of garage and classroom space will accommodate the additional three courses per semester required by the Honda PACT program. Thus, the addition of this program will have minimum impact on other emphases in the automotive program.

Finances: No additional funds for faculty, staff, facilities, or equipment will be required to support

the Honda PACT emphasis on an ongoing basis. It is expected that ongoing vehicle and equipment support will continue from the American Honda Motor Company, providing state-of-the-art materials with which to teach these courses. This new emphasis is expected to have a positive rather than negative impact on the other six areas of emphasis, increasing national visibility for the

entire WSU Automotive Service Technology Program, and making the University even more competitive in obtaining additional external funds and support.

D. Utah College of Applied Technology

1. “Fast Track” Approval: Paraeducator Certificate

Request: The Utah College of Applied Technology requests approval under the “Fast Track Approval Process” of Regent policy R401 to offer a 675 maximum clock-hour Paraeducator Certificate program designed to provide students with the basic skills necessary to obtain employment as classroom aides in a variety of school settings. Classroom aides work under the supervision of certified teachers, providing instruction and general classroom support. Courses for this certificate have been created based on the professional standards for paraeducators and through dialogue with school district personnel. A listing of Basic and Core courses follows:

BASIC	Clock Hours
Computer Literacy	90
Workplace Relations	60
Job Seeking Skills	30
Math I	60
<hr/>	
	Total Basic 240
CORE	
Introductory Course: Overview of Education	30
Positive Learning Environments	60
Safety and First Aid in Schools	15
Communication for Paraeducators	30
Instructional Strategies	90
Reading Instruction	60
How Children Learn and Grow	30
Diversity in Education	60
Practicum/Externship	60
<hr/>	
	Total Core 675

Need: The Department of Workforce Services lists “Teacher Aides, Paraprofessional” as one of the top 50 occupations in demand in Utah for 2000-2005. Statewide estimates are that 440 paraeducator jobs open in Utah each year. Upon approval, the proposed Paraeducator Certificate will be offered at the Davis Campus of UCAT. The Davis School District alone employs nearly 1200 teacher aides in a variety of disciplines. Nearly every child in the district has been assisted by a

paraeducator at some point in his or her education. The proposed program will help to ensure that student classrooms are staffed by qualified people.

Institutional Impact/Finances: Budgets are currently in place for this program, where existing funds have been used to prepare facilities, hire faculty, and provide necessary equipment. No additional financial resources are required to implement the program.

The only Paraeducator Program currently offered in the state is provided by Salt Lake Community College. Utah State University offers some OJT/Inservice training for paraeducators, but not a complete program. SLCC offers both certificate and associate degree programs in a traditional semester format.

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

April 7, 2004

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University – Master of Business Administration Program:
Three-Year Progress Report

The Issue

On December 10, 1999, the Board of Regents approved a request from Southern Utah University to offer a Master of Business Administration (MBA) degree program for a three-year period, after which a review would be conducted and a recommendation made to the Regents regarding permanent authorization of the program. The attached three-year report of the SUU MBA Program is submitted to meet this objective.

Background

The Commissioner's recommendation to approve the MBA Program at SUU in December of 1999, adopted by the Regents, stipulated that a follow-up report provide information on faculty development efforts, collaborative relationships with other USHE universities, and the status of efforts to achieve accreditation.

The attached report addresses each of these issues, and also provides statements of mission, vision, goals and objectives. An assessment of curriculum and learning objectives for student success is also provided, and an appendix of operational goals and objectives for faculty and students is attached.

Policy Issues

Faculty Development. As indicated in the report, SUU has worked hard to provide faculty with appropriate teaching loads and preparation time to conduct scholarly works and meet AACSB accreditation standards. The University has prioritized funds to support the submission of journal articles and foster the presentation of papers at academic conferences. The scholarly efforts of faculty that teach graduate courses are summarized on pages 3-4 of the attached report.

Collaborative Efforts. The four state universities offering MBA programs – the UofU, USU, WSU, and SUU – have entered into a collaborate agreement to permit students matriculated into one program to be able to take courses from the other institutions. As explained in the report, while few students have thus far taken advantage of this opportunity, collaboration and cooperation among the institutions

continues to be fostered. Flexibility in the curriculum has also been furthered with the addition of more elective courses.

Accreditation. Regional accreditation of SUU was reaffirmed in the fall of 2003, following a thorough team review of all SUU programs, including the MBA program. SUU's business programs were granted initial specialized accreditation by ACBSP in 1993. This accreditation was reaffirmed following a fall 2003 team visit, which reviewed the MBA program for the first time. Commendations from this visit are found on page 5 of the attached report. SUU is now in its fifth year of candidacy for AACSB accreditation, and a 6th year of candidacy has been requested while a self-assessment is being conducted. A consultant will visit the campus this Spring, with a peer-review visit scheduled for Fall 2004 or Spring 2005.

Commissioner's Recommendation

Please review the Three-Year Report of Southern Utah University's MBA Program. Based on the progress made, I am recommending that the Regents authorize permanent status for this program.

Richard E. Kendell, Commissioner

REK:DAC
Attachment

April 7, 2004

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

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

The following academic and administrative program 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 Boards of Trustees, and no action is required by the Regents.

A. Utah State University

1. Transfer the Specialization in Family and Consumer Sciences Education and Extension within the MS degree in Human Environments to the MS degree in Agriculture Systems Technology and Education, College of Agriculture.

With elimination of the College of Family Life at USU in July, 2002, the Department of Human Environments was divided among four different colleges. This specialization complements the existing Agricultural Extension Education specialization and results in a stronger major and better experience for students. It makes official the practices intended by the movement of the Family and Consumer Sciences Education and Extension specialization of the former HENV Department to the ASTE Department.

2. Name Change: BS and BA degrees in Production Management to BS and BA degrees in Operations Management, Department of Business Administration. The Production Management Minor would also change to a Minor in Operations Management.

This name change more accurately reflects the focus and orientation of the program and would help students understand that the field is applicable to all managers who have responsibility for direction of daily operations of any organizational unit, not just those based on manufacturing and production.

3. Name Change: PhD in Special Education to the PhD in Disability Disciplines, Department of Special Education and Rehabilitation.

The current title serves special education students well when they seek

professional positions after graduation, but not students in the other disability-related disciplines. Since the this doctoral program prepares students for careers in Rehabilitation Counseling and in Deaf Education as well as in Special Education, the proposed new name, being less discipline specific, would better serve those students building academic careers in Rehabilitation Counseling and Deaf Education. Over the last decade, multidisciplinary work in special education doctoral training has been emphasized, with many highly regarded programs moving in this direction.

4. Name Change: Biotechnology Center to The Center for Integrated BioSystems.

The purpose of this change is to increase awareness within the USU scientific and scientific/industrial communities of the opportunities and support offered by the Center for collaborative research and educational programs. The change will not affect enrollments in instructional programs of affiliated departments or programs, nor will it affect existing administrative structures. The building that houses the Center will remain as the Biotechnology Building.

B. Utah Valley State College

1. Stand-alone Minor in Spanish.

Spanish has been included as an area of emphasis in UVSC's Integrated Studies degree program for several years. In addition, two upper division Spanish courses in business have been developed to support the Business Department's emphasis in International Business. Thus, UVSC currently offers 12 (36 hours) of upper division Spanish courses, including courses in literature, culture, phonetics and phonology, grammar, writing, and business. Six upper division courses (18 hours) will be required for the minor. Adequate contract and adjunct faculty are now in place to teach these courses, and no additional instructional or facility costs are anticipated. In fact, with the Spanish minor as an added student option, the current classes are expected to approach their capacity, resulting in more efficient use of time, space, and human resources at the College.

2. Restructuring: School of Computer Sciences and Engineering

Transfer the Departments and Programs of Electrical Automation and Robotics Technology, Electronics and Computer Technology, and Drafting and Design Technology from the School of Trades, Technology, and Industry to the School of Computer Sciences and Engineering.

The restructured School of Computer Sciences and Engineering would now house the following departments with their program offerings (transferred

departments are in bold):

Computing and Networking Sciences
Multimedia Communications Technology
Pre-Engineering
Electrical Automation and Robotics Technology
Electronics and Computer Technology
Engineering Graphics and Design Technology (currently Drafting Technology)

Through this transfer, the School of Trades, Technology, and Industry would comprise the following programs and departments:

Air Conditioning and Refrigeration Technology
Apprenticeship
Automotive Technology
Aviation Science
Building Construction and Construction Management
Building Inspection Technology
Cabinetry and Architectural Woodwork
Collision Repair
Culinary Arts Institute
Diesel Mechanics Technology
Facilities Management
Fire Science/Utah Fire and Rescue Academy
Lineman Technology
Technology Management
Welding Technology

Regent approval of the School of Computer Sciences and Engineering at UVSC in March, 2001, launched the implementation of a planned and coordinated set of programs to build upon the popular Computer Science degrees and programs located in the School of Business to better address identified needs of the Utah County and Mountainlands region. Principal elements of a UVSC task force studying the future direction of the School included student needs and advising, market demand, accreditation of programs, faculty affinity and goals, and size and management of the School. Each of these elements will be improved by this restructure and realignment of programs, with no new costs for faculty, space, or equipment involved with these transfers.

Commissioner's Recommendation

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

Richard E. Kendell, Commissioner

REK:DAC

MEMORANDUM

April 7, 2004

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

Issue

During its 2004 legislative session, the Utah State Legislature approved the "Resolution on Higher Education Remedial Classes" sponsored by Representative Marda Dillree. Subsequently, members of the Commissioner's staff queried the data warehouse to obtain the number of students who enrolled in remediation, the number who scored below institutional thresholds but did not enroll in remedial classes, how these students compared with regard to GPA over a six year period, and student demographics. In addition, cost study data were collected.

Currently, data are being analyzed. They will be prepared and hand-carried to the April 16th Regents' meeting.

Richard E. Kendell, Commissioner

REK/PCS

April 7, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Revision to Policy R512, Determination of Resident Status

The Issue

House Bill 164, passed by the 2004 Utah Legislature, provides that members of the Utah National Guard who perform active duty service shall be considered to maintain continuous Utah residency for student resident purposes during such service.

The attached revision to Regent policy R512 reflects this change in Utah law.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the attached amendment to policy R512.

Richard E. Kendell, Commissioner

REK:DAC
Attachment

R512, Determination of Resident Status

R512-1. Purpose

To define "resident" student for purposes of tuition in the Utah System of Higher Education.

R512-2. References

2.1. Utah Code [§53B-8-102](#) (Definition of Resident Student)

2.2. Policy and Procedure [R510](#) , Tuition and Fee Policy

R512-3. Definitions

3.1. Domicile - to be physically present within the state of Utah and concurrently have the intent to establish permanent residence in Utah.

3.2. Resident - as determined by reference to the general law on the subject of domicile, except as otherwise set forth in this policy.

.....

4.2. Military Personnel, Spouses & Children - Personnel of the United States Armed Forces assigned to active duty in Utah, and the immediate members of their families residing with them in this state shall be entitled to resident status for tuition purposes. Upon the termination of active duty status, such military personnel and their family members are governed by the standards applicable to non-military persons. The credit hours earned by the student at a Utah institution during the active duty in Utah count towards the 60 hours required for Utah residency for tuition purposes upon termination of active duty status in Utah.

4.2.1. Utah National Guard - A member of the Utah National Guard who performs active duty service shall be considered to maintain continuous Utah residency during such service.

(Adopted July 22, 1975; amended April 11, 1987, April 17, 1992, May 5, 1995, January 12, 2001, October 19, 2001, July 12, 2002, and April 16, 2004.)

April 7, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Revision to Policy R513, Tuition Waivers and Reductions

The Issue

House Bill 65, passed by the 2004 Utah Legislature, provides that state colleges and universities waive undergraduate tuition for Utah students who have received a Purple Heart as a result of military service.

The attached revision to Regent policy R513 reflects this change in Utah law.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the attached amendment to policy R513.

Richard E. Kendell, Commissioner

REK:DAC
Attachment

R513, Tuition Waivers and Reductions

R513-1. Purpose

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

R513-2. References

2.1. Utah Code [§53B-8-101](#) (Waiver of Tuition -- Resident -- National Guard -- Nonresident -- Critical Occupations -- Summer School -- Graduate Students)

2.2. Utah Code [§53B-8-103](#) (Partial Waivers Pursuant to Reciprocal Agreements)

2.3. Utah Code [§53B-8-104](#) (Nonresident Partial Tuition Scholarships -- Border Waivers)

2.4. Utah Code [§53B-8-104.5](#) (Nonresident Tuition Scholarships)

2.5. Utah Code [§53B-8-106](#) (Resident Tuition Scholarships -- Requirements -- Rules)

2.6. Western Interstate Commission for Higher Education Western Undergraduate Exchange

2.7. Utah Code [Title 53B, Chapter 9](#) (Higher Education for Senior Citizens)

2.8. Utah Code [Title 53B, Chapter 8c](#) (Police Officer's and Firefighter's Survivor Tuition Waiver)

2.9. Utah Code [Title 53B, Chapter 8d](#) (Tuition Waivers for Wards of the State)

2.10 Utah Code [Title 53B, Chapter 8e](#) (Tuition Waivers for Purple Heart Recipients)

2.11. Utah Code [§53A-6-104](#) (Tuition Exemption for Teachers)

2.12. Utah Code [§53A-15-101.5](#) (Concurrent Enrollment Instruction in Mandarin Chinese)

2.13. Policy and Procedures [R510](#) , Tuition and Fees

2.14. Policy and Procedures [R512](#) , Determination of Resident Status

.....R513-14. Waiver of Tuition for Purple Heart Recipients - Pursuant to §53B-8e-101

14.1 Tuition Waivers for Purple Heart Recipients. System institutions shall waive undergraduate tuition for each Purple Heart recipient who is admitted as a full-time, part-time,

or summer school student in an undergraduate program of study leading to a degree or certificate, provided that the student is a resident of the state as determined under Section 53B-8-102, and that the student submits verification from the Division of Veterans Affairs that the student has earned a Purple Heart award as a result of military service.

(Approved October 19, 2001, amended November 8, 2002, March 14, 2003, and April 16, 2004.)

MEMORANDUM

April 6, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: ACTION: UHEAA--Approving Resolution, SBR Student Loan
Revenue Bonds, Series 2004Z

Issue

At its meeting on March 30, 2004, the Student Finance Subcommittee voted unanimously to recommend Board of Regents adoption of the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Series 2004Z. Board of Regents adoption of the Resolution is necessary to provide authority for issuance and sale of the bonds.

Background

As directed by Policy R601, the UHEAA Board of Directors has designated persons from its membership to comprise the Student Finance Subcommittee. The Student Finance Subcommittee, in accordance with Policy R610, "shall be directly responsible, reporting directly to the Board of Regents through its Finance, Facilities, and Accountability Committee, for oversight and advice regarding bond issues and other financing arrangements for the Loan Purchase Program." Members of the Student Finance Subcommittee on March 30, 2004 were: Mr. John B. Goddard, Chair; Regent David J. Grant; Regent Maria Sweeten; Mr. Edward T. Alter (State Treasurer); Mr. Walter P. Gnemi; Mr. L. Brent Hoggan; Mr. Fred H. Stringham; Associate Commissioner Mark Spencer; and Associate Commissioner Chalmers Gail Norris. All Subcommittee members except Regent Grant, Mr. Stringham, and Associate Commissioner Norris were present in the March 30 meeting. Regent Sweeten participated by telephone.

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

State Board of Regents
April 6, 2004
Page 2

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

The Board issues Student Loan Revenue Bonds as needed, and uses the proceeds to finance purchase of FFELP student and parent loans and origination of FFELP Consolidation Loans. The Board has established two different current bond series, one based on a 1988 General Indenture and one based on a 1993 General Indenture. The current Resolution will authorize a Twelfth Supplemental Indenture to the 1993 General Indenture, providing for one additional series, 2004Z. Most student loan revenue bond issuances by the Board include primarily new bonds, frequently blending both tax exempt and taxable series. Some of the issuances also include modest amounts of refunding or refinancing of previously issued bonds.

This issue consists \$83,100,000 of new tax exempt bonds and \$35,000,000 of refinanced bonds.

Tax Exempt Bonding Cap Authority

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

In December 2000, Congress passed, and President Clinton subsequently signed, legislation which increased the formula for determining cap authority for each state. The effect, for Utah, was an increase from \$150 to \$187.5 million for calendar year 2001, and \$225 million for 2002 and subsequent years. Subsequent legislation provides for small annual adjustments based on an inflation index. The Authority has approved the full 33% of total cap authority--\$77,152,350--for LPP for Calendar Year 2004, and also allocated \$5,955,700 in carry-forward authority from 2003 for student loan bonds. The total available for tax exempt issuance at this time is \$81,108,050.

State Board of Regents
 April 6, 2004
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Proposed Structure of the Bond Issue

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

Proposed Sale Date: May 13, 2004
Proposed Closing Date: May 18, 2004

	<u>Expected Rating</u>	<u>Proposed Amount</u>	<u>Type</u>	<u>Maturity</u>	<u>Class</u>
Series 2004Z	AAA	\$ 118,100,000	Variable, Tax Exempt	11/01/2039	II

The Resolution provides for a total issue amount *not to exceed* \$120 million, to allow flexibility in final marketing and sale of the bonds. All of the tax-exempt revenue bonds will be subject to Federal Alternative Minimum Tax (AMT) provisions.

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

Proposed Not to Exceed Parameters

Proposed not-to-exceed parameters are as follows:

		<u>Not-to-Exceed Parameter</u>	<u>Resolution Reference</u>
◆	Total Principal Amount	\$ 120,000,000	Section 5
◆	Maximum Interest Rate of Tax Exempt Auction Rate Certificates	14.000%	Section 5
◆	Maximum Maturity Date	11/01/2039	Section 5
◆	Underwriter's Discount	0.85%	Section 7

State Board of Regents
April 6, 2004
Page 4

Maximum interest rates as listed above provide flexibility for the variable rates to float upward in the event of a prolonged and large increase in short-term interest rates in the marketplace. If that eventuality should occur, it would be accompanied by a commensurate rise in the lender return (capped student loan interest plus a Federal Government special allowance, reset quarterly) on the student loans purchased or originated with the bond proceeds. Anticipated initial interest rates are in the range of 1.0% to 1.5% for the tax exempt auction rate certificates.

Basic Documents Requiring Approval

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

The Twelfth Supplemental Indenture is a contract between the Board and Wells Fargo Bank, N.A. , as trustee, for the Bank to serve as custodian of funds and as authorized representative of bondholders in order to ensure compliance by the Board with provisions of the Indenture.

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

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

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

Copies of the draft bond documents described above are being mailed under separate cover to members of the Finance, Facilities and Accountability Committee. Copies are available upon request for other members of the Board, from Richard Davis at (801) 321-7285. Assistant Commissioner Richard Davis (UHEAA Chief Financial Officer) and representatives of the Attorney General's Office and Bond Counsel will be at the Board of Regents meeting on April 16 to answer questions.

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April 6, 2004
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Policy Implications

Timely sale of the Board's Student Loan Revenue Bonds, Series 2004Z, is projected to ensure uninterrupted access of Utah students and families to student loans at least through December 2004. Additional bonds may be proposed for issuance either late in 2004 or early in 2005. Any decisions by participating lenders to sell their student loans to UHEAA earlier than the custom might cause a recommendation for accelerating the issuance of additional student loan revenue bonds.

Options Considered

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

Recommendation

It is the recommendation of the Commissioner that the Board of Regents approve the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Series 2004Z.

Richard E. Kendell, Commissioner

Attachment

REK/CGN/ROD

APPROVING RESOLUTION
STUDENT LOAN PROGRAM
SERIES 2004Z

Salt Lake City, Utah

April 16, 2004

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the Board of Regents offices in Salt Lake City, Utah on April 16, 2004, commencing at 10:30 a.m.. The following members were present:

Nolan E. Karras	Chair
E. George Mantes	Vice Chair
Jerry C. Atkin	Member
Linnea S. Barney	Member ^f
Daryl C. Barrett	Member
Bonnie Jean Beesley	Member
Kim R. Burningham	Member*
William Edwards	Member
David J. Grant	Member
James S. Jardine	Member
Michael R. Jensen	Member
Charles E. Johnson	Member
David J. Jordan	Member
David L. Maher	Member
Jed H. Pitcher	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member
Maria Sweeten	Member

Absent:

Also Present:

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

* Non-voting member from State Board of Education

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance of student loan revenue bonds.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE "BOARD") AUTHORIZING THE ISSUANCE AND SALE OF ITS STUDENT LOAN REVENUE BONDS, SERIES 2004Z IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$120,000,000; AUTHORIZING THE EXECUTION OF AN TWELFTH SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT AND AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

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

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

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

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue additional student loan revenue bonds under the General Indenture by the execution and delivery of a Twelfth Supplemental Indenture (the "Twelfth Supplemental Indenture" and together with the General Indenture and the First through Eleventh Supplemental Indentures described above, the "Indenture") to be entered into between the Board and the Trustee, which bonds will be designated as the State Board of Regents of the State of Utah, Student Loan Revenue Bonds, Series 2004Z (or such other or additional designation as appropriate officers of the Board may determine) (the "Series 2004Z Bonds") in an aggregate principal amount of not to exceed \$120,000,000; and

WHEREAS, the Board desires to use the proceeds of the Series 2004Z Bonds to (i) obtain funds to finance student loan notes and other debt obligations reflecting loans to students under its Student Loan Program; (ii) refund certain of its callable student loan revenue bonds and (iii) pay costs of issuance of the Series 2004Z Bonds; and

WHEREAS, the Board has previously issued its Student Loan Revenue Bonds, Series 1993A (the "Refunded Bonds"), and the Board desires to provide for the optional redemption of the Refunded Bonds; and

WHEREAS, the Series 2004Z Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

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

WHEREAS, pursuant to Section 53B-13-104(9) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates and purchase prices at which the Series 2004Z Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this resolution; provided such terms do not exceed the parameters set forth in this resolution.

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

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

Section 1. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the issuance of the Series 2004Z Bonds are hereby ratified, approved and confirmed.

Section 2. The Board hereby authorizes, approves and directs the use and distribution of the Official Statement in substantially the form of the Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2004Z Bonds.

Section 3. The Twelfth Supplemental Indenture, in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities, and Accountability Committee and Secretary of the Board are hereby authorized to execute and deliver the Twelfth Supplemental Indenture in the form and with substantially the same content as presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 11 hereof.

Section 4. For the purpose of providing funds to be used to refund certain of the Board's outstanding student loan revenue bonds (including the optional redemption of the Refunded Bonds) and to make deposits into the Acquisition Fund and other special trust accounts established under the Indenture, the Board hereby authorizes the issuance and sale of the Series 2004Z Bonds in the aggregate principal amount of not to exceed \$120,000,000. The Series 2004Z Bonds shall bear variable rates of interest, as provided in the Indenture. The interest rates on the Series 2004Z Bonds shall not at any time exceed 14% per annum. The Series 2004Z Bonds shall mature on such date or dates, as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities, and Accountability Committee, on or before November 1, 2039. The issuance of the Series 2004Z Bonds shall be subject to final advice of Bond Counsel and to the approval of the Attorney General of the State of Utah.

The Board hereby authorizes the optional redemption of the Refunded Bonds at a redemption price of 100% of the principal amount thereof, plus accrued interest, all as provided in the General Indenture and the First Supplemental Indenture. The appropriate officers of the Board are hereby authorized to make final determinations with respect to said refunding and redemption and to direct the trustee for the

Refunded Bonds to give notice of the call for redemption of the Refunded Bonds as required by the Indenture.

Section 5. The form, terms and provisions of the Series 2004Z Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, tender, auction, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the Twelfth Supplemental Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities, and Accountability Committee and the Secretary of the Board are hereby authorized to execute and seal by manual or facsimile signature the Series 2004Z Bonds and to deliver the Series 2004Z Bonds to the Trustee for authentication. All terms and provisions of the Indenture are hereby incorporated in this Resolution. The appropriate officials of the Board are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2004Z Bonds in accordance with the provisions of the Indenture.

Section 6. The Series 2004Z Bonds shall be sold to UBS Financial Services Inc., Wells Fargo Brokerage Services LLC, Citigroup and Zions First National Bank (the "Underwriters"), with an Underwriter's discount of not to exceed .85% of the face amount of the Series 2004Z Bonds, plus accrued interest, if any. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee are hereby authorized to execute and deliver the Bond Purchase Agreement and the Official Statement, in substantially the form, and with substantially the same content, as the Bond Purchase Agreement and the Official Statement, respectively, presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2004Z Bonds and such alterations, changes or additions as may be authorized by Section 11 hereof. Pursuant to Section 53B-13-104(9) of the Act, the Chair and/or Vice-Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee, are each hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, rate determination methods and purchase price with respect to the Series 2004Z Bonds for and on behalf of the Board by the execution of the Bond Purchase Agreement and the Twelfth Supplemental Indenture and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 7. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities, and Accountability Committee, Commissioner of Higher Education, Assistant Commissioner for Student Loan Finance and Secretary are hereby authorized to take all action necessary or reasonably required by the Bond Purchase Agreement and the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 8. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee, for and on behalf of the Board, and the Trustee are, and each of them is, hereby authorized to enter into an investment agreement or agreements (the "Investment Agreement"), in form and substance satisfactory to the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee. Any and all proceeds of, and investment income attributable to, the Series 2004Z Bonds may be loaned to or deposited from time to time pursuant to the Investment Agreement for the periods, and at the interest rates, specified therein.

Section 9. The Commissioner of Higher Education and designated associate or assistant commissioners or authorized officers of the Board are, and each of them is, hereby authorized to enter into and execute student loan purchase agreements with qualified lenders (the "Student Loan Purchase Agreements"), in form and substance satisfactory to the Commissioner of Higher Education and the Student Finance Subcommittee and in form and substance similar to present student loan purchase agreements being utilized by the Board in its Student Loan Program.

Section 10. The appropriate officials of the Board, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee are authorized to make any alterations, changes or additions in the Indenture, the Series 2004Z Bonds, the Bond Purchase Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States.

Section 11. The appropriate officials of the Board, including without limitation the Chair, the Vice Chair, the Chair of the Finance, Facilities, and Accountability Committee, the Commissioner of Higher Education, Assistant Commissioner for Student Loan Finance and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 12. Upon their issuance, the Series 2004Z Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture and such Series 2004Z Bonds. No provision of this Resolution, the Series 2004Z Bonds, the Bond Purchase Agreement, the Indenture, the Investment Agreement or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board.

Section 13. After any of the Series 2004Z Bonds are delivered by the Trustee to or for the account of the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2004Z Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH
THIS 16TH DAY OF APRIL, 2004.

STATE BOARD OF REGENTS OF THE STATE OF
UTAH

(SEAL)

Chair

ATTEST:

Secretary

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

(SEAL)

Chair

ATTEST:

Secretary

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

I, Joyce Cottrell, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on April 16, 2004 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 16th day of April, 2004.

Secretary

(SEAL)

CERTIFICATE OF COMPLIANCE WITH
OPEN MEETING LAW

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

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

(a) in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the April 16, 2004 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on April 7, 2004, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Exhibit A; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Exhibit A to be provided on April 7, 2004, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-6(1), Utah Code Annotated 1953, as amended, public notice of the 2004 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Exhibit B) to be posted on September 12, 2003 at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on September 12, 2003 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-7.8 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Exhibit C). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 16th day of April, 2004.

Secretary

(SEAL)

EXHIBIT A

NOTICE OF PUBLIC MEETING

(See Transcript Document No. _____)

EXHIBIT B

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. _____)

EXHIBIT C

ELECTRONIC MEETING POLICY

MEMORANDUM

April 6, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: ACTION: UHEAA--Approving Resolution, SBR Revenue Bonds,
Series 2004 (Office Facility Project)

Issue

At its meeting on March 30, 2004, the Student Finance Subcommittee voted, by unanimous vote of members present, to recommend Board of Regents adoption of the attached Approving Resolution for the Board's Revenue Bonds, Series 2004 (Office Facility Project). Board of Regents adoption of the Resolution is necessary to provide authority for issuance and sale of the bonds.

The bonds will be issued under authority of Title 53B, Chapter 21 and Section 63B-9-101 of the Utah Code Annotated 1953, as amended (the "Act"). Under this authority the Board is authorized to issue, sell and deliver revenue bonds secured by the credit, revenues and reserves of the Board's Higher Education Loan Program (the "Program") to finance the cost of acquiring, construction, furnishing and equipping office space for use by the Board (the "Project"). The Program is accounted for in a separate Enterprise Fund of the State of Utah, as the State Board of Regents Loan Purchase Program (LPP). All transactions and cash flows related to the Project will be accounted for in the LPP Enterprise Fund, and the value of the asset will be in the fund balance of the LPP Enterprise Fund.

Student Finance Subcommittee

As directed by Policy R601, the UHEAA Board of Directors has designated persons from its membership to comprise the Student Finance Subcommittee. The Student Finance Subcommittee, in accordance with Policy R610, "shall be directly responsible, reporting directly to the Board of Regents through its Finance, Facilities, and Accountability Committee, for oversight and advice regarding bond issues and other financing arrangements for the Loan Purchase Program." Members of the Student Finance Subcommittee on March 30, 2004 were: Mr. John B. Goddard, Chair; Regent David J. Grant; Regent Maria Sweeten; Mr. Edward T. Alter (State Treasurer); Mr. Walter P. Gnemi; Mr. L. Brent Hoggan; Mr. Fred H. Stringham; Associate Commissioner Mark Spencer; and Associate Commissioner Chalmers Gail Norris. All Subcommittee members except Regent Grant, Mr. Stringham, and Associate Commissioner Norris were present in the March 30 meeting. Regent Sweeten participated by telephone.

State Board of Regents
April 6, 2004
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The State Board of Regents Loan Purchase Program

Pursuant to statutory authority, the Board of Regents operates its Loan Purchase Program (LPP) to assure liquidity in the local marketplace for guaranteed student loans under the Federal Family Education Loan Program (FFELP), to maintain a high degree of control over servicing of the student loans guaranteed by the Utah Higher Education Assistance Authority (UHEAA) Student Loan Guarantee Program (LGP), and to provide cost savings for the Program's borrowers. By maintaining its Loan Purchase Program the Board is able to ensure availability of the lowest feasible costs of educational loans for Utah students and families through its array of borrower benefits for reduced origination fees and lower in-repayment interest rates.

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

Relationship of the Building Bonds to Student Loan Revenue Bonds

The Board issues Student Loan Revenue Bonds as needed, and uses the proceeds to finance purchase of FFELP student and parent loans and origination of FFELP Consolidation Loans. The Board has established two different current bond series for the Student Loan Revenue Bonds, one based on a 1988 General Indenture and one based on a 1993 General Indenture. The current Resolution will authorize a completely separate bond issue with a separate Indenture, which will not in any way overlap with, pledge, or encumber any of the funds or revenue sources for the Student Loan Revenue Bonds under the 1988 and 1993 Indentures.

The bonds issued for the Office Facility Project are not subject to the tax-exempt cap authority limitations applicable to student loan revenue bonds (and to housing authority and private purpose economic development bonds), and will not diminish the cap authority available for the student loan revenue bonds.

State Board of Regents
 April 6, 2004
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Underwriting and Legal Team

The underwriting team consists of Zions First National Bank, as senior manager, and Wells Fargo Brokerage Services, LLC, as co-manager. Bond Counsel is Ballard Spahr Andrews and Ingersoll, LLP, and Underwriter's Counsel is Snell & Wilmer, LLP. Trustee for the Bonds will be Wells Fargo Bank, N.A.

The Project

The Project, which completes the purchase of the remainder of the Board's Gateway Office Building, is for acquisition of floors one, two, and mezzanine (approximating 29,000 square feet of office and support space) under the provisions of a purchase option executed at the time of the initial purchase of floors three, four, and five in 2002. The Project will provide current and future expansion space for the Office of the Commissioner of Higher Education (OCHE) and the Utah Higher Education Assistance Authority (UHEAA). The purchase price under the option agreement for the remainder of the Gateway building is \$3,605,000. Legislation authorizing issuance of bonds for the Project provides that "the bonds or other indebtedness authorized by this section may provide up to \$3,600,000 together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements."

Proposed Structure of the Bond Issue

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

<u>Proposed Sale Date:</u>	May 18, 2004		
<u>Proposed Closing Date:</u>	June 3, 2004		
<u>Expected Rating</u>	<u>Proposed Amount</u>	<u>Type</u>	<u>Maturity</u>
AAA ¹	\$ 3,680,000	Fixed Rate, Tax Exempt	2/01/24

The Authorizing Resolution provides for a total new issue amount *not to exceed* \$ 4,000,000, to allow flexibility in final marketing and sale of the bonds.

¹With Bond Insurance.

State Board of Regents
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Proposed Not to Exceed Parameters

Proposed not-to-exceed parameters are as follows:

	<u>Not-to-Exceed Parameter</u>	<u>Resolution Reference</u>
◆ Total Principal Amount	\$ 4,000,000	Exhibit B
◆ Maximum Interest Rate	5.50%	Exhibit B
◆ Discount from Par	2.0%	Exhibit B
◆ Maximum Maturity Date	2/01/2024	Exhibit B
◆ Optional Redemption from and after February 1, 2014 at a redemption price of not to exceed	100%	Exhibit B
◆ Underwriter's Discount	0.485%	Section 8

Basic Documents Requiring Approval

The Approving Resolution is attached in final draft form. Its approval by the Board will authorize the execution of an Indenture of Trust, a Bond Purchase Agreement, and an Official Statement.

The Indenture of Trust is a contract between the Board and Wells Fargo Bank N.A., as trustee, for the Bank to serve as custodian of funds and as authorized representative of bondholders in order to ensure compliance by the Board with provisions of the Indenture.

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

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

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The Approving Resolution delegates authority to the Board Chair, Vice Chair and/or Chair of Finance, Facilities, and Accountability Committee to approve final versions of the documents described above, consistent with parameters contained in the Approving Resolution, and, along with designated Officers of the Board, to execute other necessary implementing agreements. (See Resolution Sections 7 through 11.)

Copies of the draft bond documents described above are being mailed under separate cover to members of the Finance, Facilities, and Accountability Committee. Copies are available upon request for other members of the Board from Richard Davis at (801) 321-7285. Assistant Commissioner Richard Davis (UHEAA Chief Financial Officer) and representatives of the Attorney General's Office and Bond Counsel will be at the Board of Regents meeting on April 16 to answer questions.

Policy Implications

Timely sale of the Board's Revenue Bonds, Series 2004 (Office Facility Project) will provide stable occupancy for the offices of the Board, the Office of the Commissioner of Higher Education, and UHEAA with long-term cost savings from escalating leasing costs. Amortization of the bond principle and interest will be covered by amounts previously budgeted to pay rental costs on a lesser amount of space.

Options Considered

Alternative lease and acquisition opportunities were thoroughly reviewed and evaluated during the facility RFP process in 2001, and the Two Gateway Office Building space acquisition was determined to provide the best value consistent with the Board's location and functionality objectives. Variable rate financing was considered, but under current market conditions a fixed rate facility was determined most likely to be advantageous longer term.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents approve the attached Approving Resolution for the Board's Revenue Bonds, Series 2004 (Office Facility Project).

Richard E. Kendell, Commissioner

Attachment
REK/CGN/ROD

APPROVING RESOLUTION
REVENUE BONDS, SERIES 2004 (OFFICE FACILITY PROJECT)

Salt Lake City, Utah

April 16, 2004

The State Board of Regents of the State of Utah (the "Board") met in special session (including by electronic means) at the Board of Regents offices in Salt Lake City, Utah on April 16, 2004, commencing at 10:30 a.m. The following members were present:

Nolan E. Karras	Chair
E. George Mantes	Vice Chair
Jerry C. Atkin	Member
Linnea S. Barney	Member ^r
Daryl C. Barrett	Member
Bonnie Jean Beesley	Member
Kim R. Burningham	Member*
William Edwards	Member
David J. Grant	Member
James S. Jardine	Member
Michael R. Jensen	Member
Charles E. Johnson	Member
David J. Jordan	Member
David L. Maher	Member
Jed H. Pitcher	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member
Maria Sweeten	Member

Absent:

Also Present:

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

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this resolution had been

* Non-voting member from State Board of Education

discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Revenue Bonds, Series 2004 (Office Facility Project).

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS REVENUE BONDS, SERIES 2004 (OFFICE FACILITY PROJECT) (THE "BONDS") IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$4,000,000; AUTHORIZING THE EXECUTION OF AN INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 21 of the Utah Code Annotated 1953, as amended, (the "Bond Act"), the Board is duly authorized, with the approval of the Utah Legislature, to issue, sell and deliver its revenue bonds; and

WHEREAS, pursuant to Section 63B-13-202 of the Utah Code Annotated 1953, as amended (collectively, with the Bond Act, the "Act"), (adopted by the Utah Legislature as H.B. 328 in the 2004 General Session, signed by the Governor on March 23, 2004 and scheduled to take effect no later than May 3, 2004), the Board has been authorized to sell, issue and deliver the Bonds (as defined below) secured by the credit, revenues and reserves of the Board's Higher Education Loan Program (the "Program") and the Board desires to authorize said issuance, sale and delivery, after said effective date and a certification by the Attorney General of the State of Utah that the Bonds are legal obligations of the Board; and

WHEREAS, pursuant to the provisions of an Indenture of Trust dated as of February 1, 2002 (the "2002 Indenture"), the Board has issued its Revenue Bonds, Series 2002 (Office Facility Project) (the "2002 Bonds"); and

WHEREAS, the 2002 Indenture permits the Board to issue additional bonds secured on the same basis as the 2002 Bonds, so long as no event of default (as defined therein) has occurred and is continuing thereunder; and

WHEREAS, in order to finance cost of acquiring, constructing, furnishing and equipping office space for use by the Board (the "Project"), the Board has determined to issue its Revenue Bonds, Series 2004 (Office Facility Project) (the "Bonds") in an aggregate principal amount of not to exceed \$4,000,000, which Bonds will be issued on the same basis as the 2002 Bonds; and

WHEREAS, pursuant to the Act, the Board is authorized to (i) use the funds within its budget that would otherwise be expended for rent as the primary revenue source for repayment

of the Bonds, and (ii) if for any reason the amounts described in (i) are not available for repayment of the Bonds, to use any other amounts legally available to the Board, including without limitation, amounts available (or which could be made available) from revenues and reserves of the Program (including amounts which are available to the Board upon release from the resolutions and indentures of the Program) for such purpose; and

WHEREAS, the Board has determined to enter into an Indenture of Trust between the Board and Wells Fargo Bank, National Association, as Trustee, (the “Indenture”) pursuant to which the Bonds will be issued; and

WHEREAS, the Bonds shall be payable solely from the revenues and other moneys available for repayment therefor as provided in the Indenture and shall not constitute nor give rise to a general obligation or liability of the State of Utah or constitute a charge against its general credit or taxing powers; and

WHEREAS, there has been presented to the Board at this meeting a form of the Indenture and of a Bond Purchase Agreement (the “Bond Purchase Agreement”) among the Board and Zions First National Bank and Wells Fargo Brokerage Services, LLC, as underwriters for the Bonds (the “Underwriters”) and a Preliminary Official Statement relating to the Bonds (the “Preliminary Official Statement”); and

WHEREAS, pursuant to the Act, the Board desires to grant to the Chair and/or Vice Chair and/or the Chair of the Finance, Facilities, and Accountability Committee the authority to approve the final interest rates, principal amounts, terms, maturities, redemption provisions and purchase price at which the Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

Section 2. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds. The Chair or Vice Chair of the Board are hereby authorized to execute and deliver on behalf of the Board a final Official Statement (the “Official Statement”) in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are hereby authorized.

Section 3. The Indenture, in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair or Vice Chair of the Board are hereby authorized to execute and deliver the Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 4. The Board has previously issued its Revenue Bonds, Series 2002 (Office Facility Project) (the "2002 Bonds") pursuant to an Indenture of Trust dated as of February 1, 2002 (the "2002 Indenture"). In accordance with Section 2.15 of the 2002 Indenture, the Board may issue additional bonds secured on the same basis as the 2002 Bonds, so long as no event of default (as defined therein) has occurred. The Board hereby finds and determines that no event of default has occurred under the 2002 Indenture.

Section 5. For the purpose of providing funds to be used for (i) the acquisition, equipping and furnishing of office space for use by the Board and (ii) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds in the aggregate principal amount of not to exceed \$4,000,000. The Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities, and Accountability Committee, all within the parameters set forth on Exhibit B attached hereto and incorporated herein by reference. The issuance of the Bonds shall be subject to the final advice of Bond Counsel and to the approval of the Attorney General of the State of Utah.

Section 6. The Board recognizes that the effective date of Section 63B-13-202 (the approval of the Legislature for issuance of the Bonds, the "Statutory Authorization") will be no later than May 3, 2004. The Bonds may only be issued after receipt of a certificate of the Attorney General of the State of Utah to the effect that the Bonds are legal obligations of the Board in substantially the form attached hereto as Exhibit C.

Section 7. The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the Indenture. The Chair or Vice Chair and the Secretary of the Board are hereby authorized to execute and seal by manual or facsimile signature the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this resolution. The appropriate officials of the Board are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

Section 8. The Bonds shall be sold to the Underwriters with an underwriters' discount of not to exceed .485% of the face amount of the Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities, and Accountability Committee of the Board is hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of

the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. Pursuant to Section 53B-21-102(3)(m) of the Act, the Chair or Vice-Chair of the Board or the Chair of the Finance, Facilities, and Accountability Committee is hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Bonds for and on behalf of the Board and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Indenture.

Section 9. The appropriate officials of the Board, including without limitation the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities, and Accountability Committee are authorized to make any alterations, changes or additions to the Indenture, the Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities, and Accountability Committee and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 11. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities, and Accountability Committee and Secretary of the Board are hereby authorized to take all action necessary or reasonably required by the Indenture, the Official Statement or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 12. Upon their issuance, the Bonds will constitute special obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit or taxing powers of the State of Utah or any political subdivision thereof.

Section 13. After any of the Bonds are delivered by the Trustee to the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the

principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 16TH DAY OF APRIL, 2004.

STATE BOARD OF REGENTS OF THE STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

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

(SEAL)

Chair

ATTEST:

Secretary

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

I, Joyce Cottrell, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on April 16, 2004 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 16th day of April, 2004.

Secretary

(SEAL)

EXHIBIT A

CERTIFICATE OF COMPLIANCE WITH
OPEN MEETING LAW

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

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

(a) in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the April 16, 2004 special meeting held by the State Board of Regents by causing a Notice of Special Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, The Gateway, Salt Lake City, Utah, on April 7, 2004, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Special Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Special Meeting in the form attached hereto as Schedule 1 to be provided on April 7, 2004, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-6(1), Utah Code Annotated 1953, as amended, public notice of the 2004 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the Board scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents in the form attached as Schedule 2 to be posted on September 12, 2003 at the principal office of the State Board of Regents in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; and causing a copy of such Notice of Annual Meeting Schedule to be provided on September 12, 2003, to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah; and

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-7.8 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to

members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 16th day of April, 2004.

Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT B

PARAMETERS OF BONDS

Principal amount not to exceed	\$4,000,000
Interest rates not to exceed	5.50%
Discount from par not to exceed	2.0%
Bonds to be subject to Optional Redemption from and after February 1, 2014 at a redemption price of not to exceed	100%
Final Maturity not to exceed	February 1, 2024

EXHIBIT C

FORM OF ATTORNEY GENERAL CERTIFICATE

CERTIFICATE OF THE ATTORNEY GENERAL

OF THE STATE OF UTAH

I, Mark Shurtleff, the duly qualified and acting Attorney General of the State of Utah, do hereby certify that laws of the State of Utah and the resolutions and proceedings of the State Board of Regents of the State of Utah authorizing the issuance and confirming the sale of the State Board of Regents of the State of Utah, Revenue Bonds, Series 2004 (Office Facility Project), in the aggregate principal amount of not to exceed \$4,000,000 (the "Bonds") have been submitted to the Office of the Attorney General for examination. Based upon examination of pertinent documents in accordance with my requirements, I hereby certify that the Bonds are legal obligations of the State Board of Regents of the State of Utah pursuant to presently existing laws of the State of Utah.

In accordance with the provisions of the Utah Code Annotated, Section 53B-21-106 the printing, execution and delivery of the Bonds with the following recital on the face of each of the Bonds is hereby authorized and approved:

"This Bond is one of a Series of Bonds which were certified as legal obligations by the Attorney General of the State of Utah on May 3, 2004."

Issued this 3rd day of May, 2004.

MARK SHURTLEFF
Attorney General of the State of Utah

MEMORANDUM

April 9, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University – Authorizing Resolution for Revenue Bonds for Living/Learning Center Project, Series 2004C

Issue

Utah State University officials request that Regents approve an authorizing resolution for the issuance and sale of Student Fee and Housing System Revenue Bonds, Series 2004C, (Living/Learning Center Project), to finance the construction of an on-campus Living/Learning Center, a Parking Terrace, and food service upgrades in the Taggart Student Center.

Background

Regents have previously given conceptual approval for the USU Living/Learning Center Project. At the request of the Regents, the 2004 Utah Legislature included in House Bill 238, *Revenue Bond and Capital Facilities Authorizations*, authorization for the State Board of Regents, on behalf of Utah State University, to issue revenue bonds “to finance the cost of acquiring, constructing, furnishing, and equipping a Student Living and Learning Community and a parking terrace.”

Regent revenue bonds for new construction are traditionally issued through a three-step process. Step one requires the Regents to obtain Legislative approval to exercise its statutory bonding authority. Step two, which the Regents are asked to take at this time, involves the approving of a “parameters resolution.” The attached resolution expresses the Regents’ intent to issue bonds so long as the final structuring of the bond issue falls within certain parameters. Step three involves final pricing, structuring, and marketing of the bonds. As is provided by statute, final pricing, structuring, and execution of the bonds (within the authorized parameters) is performed by the Chair or Vice-chair of the Board, or the Chair of the Board’s Finance, Facilities and Accountability Committee.

Details of the proposed USU 2004 revenue bonds issue are summarized in Attachment 1. A draft version of the authorizing resolution is presented as Attachment 2. Parameters established are as follows: project not to exceed \$35,500,000, estimated TIC interest not to exceed 4.635; and final maturity not to exceed 30 years from date of issuance.

State Board of Regents

April 9, 2004
Page 2

Bond Counsel is Chapman and Cutler, represented by James C. Burr and Ryan D. Bjerke. Financial advisor for this bond is Zions Bank Public Finance, represented by Kent Michie. Underwriters are George K. Baum & Company and Wells Fargo Brokerage Services. The sale date will be approximately June 15, 2004.

As is the case with other revenue bonds, these Series 2004C bonds will be linked to a specific revenue source, in this case housing, parking, and student fees. The bonds will not constitute a general obligation of the Board, the University, or the State of Utah. University officials are confident that the fee structure currently in place will provide a consistent revenue source for bond repayment.

Because these Series 2004C bonds are connected to the total institutional housing fee system, these bonds are authorized with a "Supplemental Resolution," with reference to the "Master" Housing Bonds Resolution of 1994.

Recommendation

It is the recommendation of the Commissioner that the Board adopt the authorizing resolution for the Utah State University Student Fee and Housing System Revenue Bonds, Series 2004C, with the understanding that final pricing, structuring and execution of the bonds will be performed by the Chair or Vice-chair of the Board, or the Chair of the Board's Finance, Facilities and Accountability Committee.

Richard E. Kendell, Commissioner

REK/MHS
Attachments

MEMORANDUM

April 9, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University – Authorizing Resolution for Student Building Fee Revenue and Refunding Bonds for the Stadium/Spectrum Facilities Project, Series A and B

Issue

Utah State University officials request that Regents approve an authorizing resolution for the issuance and sale of Student Building Fee Revenue and Refunding Bonds, Series 2004A and B, (Stadium/Spectrum Project), to finance the construction and improvements to Romney Stadium, Nelson Fieldhouse, and the Student Wellness Center.

Background

Regents have previously given conceptual approval for Utah State University Stadium/ Fieldhouse Project. At the request of the Regents, the 2004 Utah Legislature included in House Bill 238, *Revenue Bond and Capital Facilities Authorizations*, authorization for the State Board of Regents, on behalf of Utah State University, to issue revenue bonds “to finance the cost of acquiring, constructing, furnishing, and equipping a renovation of Romney Stadium and expansion of the Nelson Fieldhouse, and to repay an internal debt for the purchase of the Student Wellness Center.”

Regent revenue bonds for new construction and major remodeling are traditionally issued through a three-step process. Step one requires the Regents to obtain Legislative approval to exercise its statutory bonding authority. Step two, which the Regents are asked to take at this time, involves the approving of a “parameters resolution.” The attached resolution expresses the Regents’ intent to issue bonds so long as the final structuring of the bond issue falls within certain parameters. Step three involves final pricing, structuring, and marketing of the bonds. As is provided by statute, final pricing, structuring and execution of the bonds (within the authorized parameters) is performed by the Chair or Vice-chair of the Board, or the Chair of the Board’s Finance, Facilities and Accountability Committee.

Details of the proposed USU 2004 revenue and refunding bonds issue are summarized in Attachment 1. A draft version of the authorizing resolution is presented as Attachment 2. Parameters established are as follows: project not to exceed \$10,000,000, estimated TIC interest not to exceed 4.31; and final maturity not to exceed 30 years from date of issuance.

State Board of Regents
April 9, 2004
Page 2

Bond Counsel is Chapman and Cutler, represented by James C. Burr and Ryan D. Bjerke. Financial advisor for this bond is Zions Bank Public Finance, represented by Kent Michie. Underwriters are George K. Baum & Company and Wells Fargo Brokerage Services. The sale date will be approximately May 11, 2004.

As is the case with other revenue bonds, these Series 2004A and B bonds will be linked to a specific revenue source, in this case athletics and student recreation fees. The bonds will not constitute a general obligation of the Board, the University, or the State of Utah. University officials are confident that the fee structure currently in place will provide a consistent revenue source for bond repayment.

Because these Series 2004A and B bonds involve a refunding of previous bonds (Series 193A) linked to the same set of fees, this bonds resolution is a Second Supplemental Indenture.

Recommendation

It is the recommendation of the Commissioner that the Board adopt the authorizing resolution for the Utah State University Student Fee Revenue and Refunding Bonds, Series 2004A and B, with the understanding that final pricing, structuring and execution of the bonds will be performed by the Chair or Vice-chair of the Board, or the Chair of the Board's Finance, Facilities and Accountability Committee.

Richard E. Kendell, Commissioner

REK/MHS
Attachments

MEMORANDUM

April 7, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: College of Eastern Utah – Student Fee Increase

Issue

College of Eastern Utah officials request that the Regents reconsider the 2004-05 general student fee amounts approved at the March 12, 2004 Board meeting by increasing fees by an additional \$6 per year.

Background

As outlined in the attached memorandum from CEU President Ryan Thomas (Attachment 1), subsequent to the approval of the 2004-05 student fees for CEU, a determination was made that CEU was out of compliance with a covenant of the Burtenshaw Bond that requires the college to maintain 125 percent coverage for the debt service. In order to provide sufficient coverage, an additional \$6 per year increase is proposed. This brings the total fee increase for 2004-05 to XX percent. Attachment 2 summarizes this additional increase for CEU in context of the 2004-05 student fee amounts approved at the March meeting. The CEU Board of Trustees approved this increase at their meeting on March 22.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the additional \$6 per year student fee increase for the College of Eastern Utah.

Richard E. Kendell, Commissioner

REK/MHS/BLM
Attachments

UTAH SYSTEM OF HIGHER EDUCATION

Summary of Recommended 2004-05 Undergraduate Fee Changes ⁽¹⁾

Fifteen Credit Hour Load for 2 Semesters

As approved by SBR on March 12, 2004, with
additional \$6 fee increase for CEU

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 ⁽²⁾	\$3.72	
Other Fees		
Publications	\$0.12	
Transportation	\$0.40	
Total Increase	\$48.20	8.19%

Utah State University

Student Activity/ Support Fees		
ASUSU Activities	\$0.50	
Technology Fees		
Computer Labs	\$1.00	
Technology Enhancement	(\$4.00)	
Total Increase	(\$2.50)	-0.48%

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

No changes

Notes:

(1) Categorical distributions refer to main campuses. Branch campuses and centers may have a different categorical distribution of the same total fee amount.

(2) UU is also proposing a separate graduate computer fee increase of \$3.80 instead of \$3.72.

(3) The \$6 Burtenshaw Bond amount represents the additional CEU increase presented for Regent approval at the April 16 meeting.

Institution and Fee Type	Increase from 2003-04	
	Dollars	Percent
Dixie State College		
No changes		
College of Eastern Utah		
Student Activity/ Support Fees		
Student Activity	\$5.00	
Student Operations Center	(\$1.00)	
Newspaper	\$0.80	
Intramurals	\$4.00	
Activity Card	\$0.40	
Recreation	\$0.40	
Radio	(\$0.40)	
Building Bond Fees		
Burtenshaw Bond ⁽³⁾	\$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	\$22.20	6.65%

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%

2004-2005 UNDERGRADUATE STUDENT TUITION AND FEES

Fifteen Credit Hour Load - Academic Year

As approved by SBR on March 12, 2004, with additional \$6 fee increase for CEU

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

Resident Students	\$3,364.00	\$2,723.00	\$2,343.00	\$2,589.00	\$1,493.00	\$1,522.00	\$1,504.00	\$2,372.00	\$1,833.00
Nonresident Students	\$11,774.00	\$9,009.00	\$8,202.00	\$8,543.00	\$6,254.00	\$6,656.00	\$6,307.00	\$8,304.00	\$6,414.00

Fees

Student Activity/ Support Fees	\$79.80	\$117.00	\$154.14	\$97.50	\$128.20	\$48.22	\$98.80	\$79.64	\$96.50
Building Bond Fees	0.00	99.00	135.30	213.00	60.00	111.80	62.00	136.92	111.00
Building Support Fees	188.80	27.00	91.26	0.00	32.30	40.06	88.00	61.60	54.00
Athletic Fees	100.52	98.50	86.32	81.00	42.00	47.62	59.00	84.84	43.50
Health Fees	34.92	52.00	40.34	10.50	9.60	3.00	22.00	17.72	12.00
Technology Fees	198.76	114.00	21.64	64.00	27.90	94.90	3.00	22.68	15.00
Other Fees	33.60	16.00	3.00	0.00	0.00	16.00	23.40	12.60	10.00
Total Fees	\$636.40	\$523.50	\$532.00	\$466.00	\$300.00	\$361.60	\$356.20	\$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	\$3,246.50	\$2,875.00	\$3,055.00	\$1,793.00	\$1,883.60	\$1,860.20	\$2,788.00	\$2,175.00
Nonresident Students	12,410.40	9,532.50	8,734.00	9,009.00	6,554.00	7,017.60	6,663.20	8,720.00	6,756.00
Fees as a % of Resident Undergraduate Tuition	15.91%	16.13%	18.50%	15.25%	16.73%	19.20%	19.15%	14.92%	15.72%

HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

1995-1996 through 2004-05 Proposed

Fifteen Credit Hour Load -- 2 Semesters

As approved by SBR on March 12, 2004, with additional \$6 fee increase for CEU

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	523.50
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	300.00
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	356.20
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	\$437.08

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%	(0.48%)	3.50%
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%	0.00%	1.11%
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%	6.65%	2.80%
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%	3.80%	3.10%

(1) Simple averages.

TUITION AND FEES INCREASES FOR 2004-05

FOR UNDERGRADUATE STUDENTS

Fifteen Credit Hour Load - Academic Year

As approved by SBR on March 12, 2004, with additional \$6 fee increase for CEU

	Resident Tuition and Fees			Non-resident Tuition and Fees		
	2003-04	2004-05	% Change	2003-04	2004-05	% Change
U of U	\$3,646.00	\$4,000.40	9.7%	\$11,291.88	\$12,410.40	9.9%
USU	3,071.12	3,246.50	5.7%	8,945.74	9,532.50	6.6%
WSU	2,632.00	2,875.00	9.2%	7,958.00	8,734.00	9.8%
SUU	2,794.00	3,055.00	9.3%	8,158.00	9,009.00	10.4%
Snow	1,670.00	1,793.00	7.4%	6,372.00	6,554.00	2.9%
Dixie	1,777.60	1,883.60	6.0%	6,553.60	7,017.60	7.1%
CEU	1,740.00	1,860.20	6.9%	6,228.00	6,663.20	7.0%
UVSC	2,450.00	2,788.00	13.8%	7,630.00	8,720.00	14.3%
SLCC	2,035.00	2,175.00	6.9%	6,277.00	6,756.00	7.6%
USHE Average			8.3%			8.4%

	Resident Tuition Only			Non-resident Tuition Only		
	2003-04	2004-05	% Change	2003-04	2004-05	% Change
U of U	\$3,057.80	\$3,364.00	10.0%	\$10,703.68	\$11,774.00	10.0%
USU	2,545.12	2,723.00	7.0%	8,419.74	9,009.00	7.0%
WSU	2,130.00	2,343.00	10.0%	7,456.00	8,202.00	10.0%
SUU	2,332.00	2,589.00	11.0%	7,696.00	8,543.00	11.0%
Snow	1,370.00	1,493.00	9.0%	6,072.00	6,254.00	3.0%
Dixie	1,416.00	1,522.00	7.5%	6,192.00	6,656.00	7.5%
CEU	1,406.00	1,504.00	7.0%	5,894.00	6,307.00	7.0%
UVSC	2,072.00	2,372.00	14.5%	7,252.00	8,304.00	14.5%
SLCC	1,697.00	1,833.00	8.0%	5,939.00	6,414.00	8.0%
USHE Average			9.3%			8.7%

MEMORANDUM

April 8, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Authorizing Resolution for Revenue Refunding Bonds, Series 2004

Issue

Utah Valley State College officials request approval of an authorizing resolution enabling the refinancing of two prior revenue bond issues of the College: (1) Student Center Building Fee and Unified System Revenue Cross-Over Refunding Bonds, Series 1995A, and Student Center Building Fee and Unified System Revenue Bonds, Series 2000.

Discussion

The College has determined that it would be useful at this time to execute a “structural refunding” of these bonds. This refunding represents no new debt but does restructure and consolidate existing debt. Generally, the Regents must first obtain legislative authorization to exercise their statutory authority to issue revenue bonds on behalf of USHE institutions. However, prior authorization is not needed for refunding revenue bonds. The aggregate principal amount of the restructured debt is \$16,000,000.

Regents are asked to approve bond “parameters” that express their intent to issue bonds so long as the final structuring of the bond issues falls within those parameters. As is provided in statute, final pricing, structuring, and execution of the bonds (within the authorized parameters) is performed by the Chair or Vice-chair of the Board, or by the Chair of the Board’s Finance, Facilities and Accountability Committee.

Parameters established for the Student Center Building Fee and Unified System Revenue Refunding Bonds, Series 2004, are as follows: a principal amount not to exceed \$16,000,000; interest rates not to exceed 7.5 percent; discount from par not to exceed 2 percent; and final maturity not to exceed 20.5 years.

Bond counsel appointed by the Attorney General for this bond issuance in Ballard Spahr Andrews & Ingersoll, LLP, represented by Blake Wade. Underwriter is Zions First National Bank, represented by Carl Empey.

State Board of Regents
April 8, 2004
Page 2

As is the case with other revenue bonds, these new Series 2004 bonds will be linked to a specific revenue source, and will not constitute a general obligation of the Board, the College, or the State of Utah. College officials are confident that the student fee structure currently in place will provide a consistent revenue source for bond repayment.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents adopt the attached authorizing resolution for Utah Valley State College, with the understanding that final pricing, structuring, and execution of the bonds will be performed by the Chair or Vice-Chair of the Board, or the Chair of the Board's Finance, Facilities, and Accountability Committee.

Richard E. Kendell, Commissioner

REK/MHS
Attachment

MEMORANDUM

April 8, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Authorizing Resolution for Sublease and Bond Agreement with Utah County to Facilitate Funding of the Baseball Stadium (Series 2004)

Complete information for this agenda item was not available in time to mail with the printed agenda. Copies of a replacement Tab N will be hand carried to the Board on April 16.

Richard E. Kendell, Commissioner

REK/MHS

MEMORANDUM

April 7, 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. USHE – Implementation Date for Suggested Changes to Early Retirement Programs. At the March 12, 2004 Regents meeting, Regents adopted 7 actions on early retirement incentive programs at USHE institutions. These actions, with suggested technical wording changes, are shown below:

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, but not to exceed, the date the ERI recipient is becomes eligible for Medicare. Also, the amount provided for this insurance shall be no more than ~~the an~~ amount equivalent to 100 percent of the cost of the institution's share of insurance ~~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.

Because no implementation date had been discussed with institutions, Regents requested the Commissioner's Office to determine an implementation date with the institutions and report back at the April meeting. The Commissioner recommends that actions 1, 2, 5, 6, and 7 be implemented immediately. However, actions 3 and 4, which would have the effect of reducing early retirement incentive amounts at six institutions, are recommended to be implemented July 1, 2005. Institutions have suggested this date for two reasons. First, it allows them to uphold the early retirement incentives that have been negotiated already for July 1, 2004. Second, an implementation date of January 1, 2005 would create an incentive for faculty to leave during the middle of the academic year before the plan changes. Because the best time to implement changes in faculty and staff positions is generally at the beginning of a fiscal year, the date of July 1, 2005 is recommended.

B. USHE -- 2004-05 Tuition Rate for UCAT AAT Degree Students in General Education Courses. Regent Policy R510, *Tuition and Fees*, provides a mechanism to assess tuition for students enrolled in UCAT AAT Degree programs. These students, in order to fulfill degree requirements, must complete general education courses at other USHE institutions. The rate identified for 2003-04 is \$68 per credit hour. It is recommended that Regents approve a 15 percent tuition increase for this rate, bringing it to \$78 per credit hour. The 15 percent increase is the increase UCAT will be forwarding to Regents for approval in the June meeting. The UCAT Board of Trustees has tentatively discussed the 15 percent increase, and campus-based student hearings are under way.

C. USHE – Utah Electronic College (UEC) 2004-05 Tuition Rates. Board Policy R510, *Tuition and Fees*, stipulates that two levels of tuition should be established for UEC students based on the institution providing the course. The higher rate is to be based on the weighted average tuition per credit hour for the four USHE universities and UVSC at the six credit hour level. The lower rate is to be based on the weighted average tuition for the three community colleges and Dixie State College at the six credit hour level. Based on the tuition increases for 2004-05 and estimated annualized enrollments for 2003-04, the per credit hour rate at the higher level is \$122 (or \$732 for six credit hours) and \$70 at the lower level (or \$420 for six credit hours). This represents an increase of \$12 per credit hour for the higher level and \$5 per credit hour at the lower level. Regents are asked to approve these amounts for UEC tuition in 2004-05.

Richard E. Kendell, Commissioner

REK/MHS/BLM

MEMORANDUM

April 7, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Continuation of March “Break-out Groups” Discussion – Managing Growth/Budget Planning

Issue

Attached is a summary of the discussion and presentations of facilitators Tony Morgan and Art Hauptman from the Managing Growth Break-out Group. The Commissioner is organizing a USHE work group to formulate an initial strategic direction and action plan for the system which will be presented to the Regents in the future.

Richard E. Kendell, Commissioner

REK/MHS/BLM

Utah State Board of Regents Strategic Planning Discussion Groups

March 11, 2004

MANAGING GROWTH

<i>Regent Convener</i>	<i>Facilitators</i>	<i>Regents</i>	<i>Presidents</i>	<i>OCHE Staff</i>
Nolan Karras	Tony Morgan Art Hauptman	Bonnie Jean Beesley Mike Jensen Nolan Karras Jed Pitcher	Greg Fitch Bob Huddleston Ann Milliner Bill Sederburg	Gail Norris Gary Wixom Brad Mortensen

Morgan - Background Discussion

Facilitator Tony Morgan began the discussion with a presentation indicating long-term Utah and national trends for funding higher education. With the prospect of the Rockefeller Institute's projections for additional state-budget deficits through 2008, Morgan advocated that it is "time to rethink basic assumptions & policy alternatives for growth, equity & quality in light of long-term fiscal and demographic realities." Two questions were posed regarding this position:

- Is this version of "reality" an abdication of advocacy for public funding of higher education? OR
- Is it beginning a planning and policy process that addresses the realities of the 21st Century?

One example of a past strategy employed by Regents was reviewed from the 1986 USHE Master Plan. The change in enrollment mix from FY 1986 to FY 2003 of shifting about 19 percent of students from universities to state and community colleges has reduced the needed state investment in higher education by almost \$52 million per year. Without additional policy changes, projected enrollment levels for 2018 will save almost \$121 million per year. These changes have also saved students about \$14 million in tuition dollars per year in FY 2003 because a greater portion has enrolled at institutions with less expensive tuition.

Policy Matrix

The group began a discussion using a policy matrix (Attachment 1) to identify policy strategies that could address the USHE's projected growth. The matrix identified four policy arenas that could be adjusted to affect the outcomes of accommodating growth, and addressing equity while maintaining or improving quality. The four arenas were structure, admissions policy, funding, and financial aid.

Regent members initially focused on possible means of increasing efficiency, such as new models of technology-delivered education, partnering institutions, merging administrative functions, and focusing on a K-16 approach that would reduce the need for remedial education or encourage more college-level work in high school through concurrent enrollment.

Hauptman Presentation

Facilitator Art Hauptman then presented his concepts, stating that the focus of policies should be balanced between providing an adequate supply of seats in addition to stimulating demand by keeping prices low, or offering student financial aid. Often the focus is only on demand. Policies concerning funding for

instructional costs at institutions with state funds, funding for student financial aid, and student tuition and fee levels should be considered in concert. To do this, policy makers must be willing to be more strategic.

Hauptman presented the following table showing examples of policies that could accomplish multiple objectives:

Examples of Policies that Would Accomplish Multiple Objectives			
Policies ↓	Close Chronic Equity Gaps	Accommodate Growth	Preserve or Improve Quality
Inst. Structure & Enrollment	Create more access-oriented institutions such as community colleges and nonselective four-year inst's		Enforce mission differentiation
	Cap enrollments in selective inst's		
Funding	Allocate a higher % of state funds to access oriented inst's		
	Pay institutions more for the economically disadvantaged students they enroll and graduate		Fund inst's on a basis other than enrollment
Tuition & Fee Polices	Allow inst's to retain tuition & fees for all students		
	Differentiate tuition by field of study as well as level		
	Move to two-tiered tuition structure - most fields charge low fees while others become more market-based		
Financial Aid	Charge higher fees while allocating a higher % of state funds for higher education to student financial aid		
	Expand and target student financial aid for the most disadvantaged students		

As the group discussed this presentation in context with the earlier discussions, they returned to the earlier matrix and brainstormed areas for potential examination. Rather than focus as much on efficiencies, the discussion turned more to incentives and market-oriented mechanisms that would allow institutions to use state funds as leverage to increase alternative revenue sources, including more differential pricing, differential funding, and selective funding of certain types of programs. These would require an evaluation of the role of the Regents and other policy-makers. The group believed that a more strategic, market-oriented system held the most promise for accommodating the growing demands for higher education in Utah.

The report of the facilitators back to the Regents in Committee of the Whole (Attachment 2) focused on the idea of shifting from a regulatory system of higher education to a market-driven approach by applying policy incentives and reexamining the role of the Regents as one that sets the parameters of the market.

Additional Attachments:

- Attachment 3 – Morgan Power Point Presentation
- Attachment 4 – Hauptman Power Point Presentation

Policy Issues	Growth	Equity	Quality
Structural	<ul style="list-style-type: none"> - partnering institutions - merger of functions - academic vs vocational - More market-driven or enterprise-based structure - Assess strategic/policy role of Regents in changed paradigm 		<ul style="list-style-type: none"> -More market-driven or enterprise-based structure -System with autonomy and accountability - Mission Differentiation
Admission	<ul style="list-style-type: none"> - Redirecting students - K-16, K-12 integration - Enrollment caps at selective institutions 	<ul style="list-style-type: none"> - K-16, K-12 intervention 	<ul style="list-style-type: none"> - Enrollment Caps
Funding	<ul style="list-style-type: none"> - Think about state funding as leverage for tuition/fees/private sources - lower cost teaching - technology (WGU model) - unbundling - differential pricing by field, by level (market-based) -- Hauptman's 2-tier model - Differential funding based on priority (align incentives with policy), - Local funding for CC concept - Strategic changes to justify bigger share of the pie - Institutions retain tuition & other non-state funds - Evaluate Student numbers, Cost numbers, and Policies/priorities embedded in funding model 	<ul style="list-style-type: none"> - cost to family - Depoliticize allocation to institutions 	<ul style="list-style-type: none"> - Funding for more than enrollment growth - differential pricing (market-based) - Differential funding based on priority (align incentives with policy)
Financial Aid	<ul style="list-style-type: none"> - Supporting need-based financial aid as tuition increases 	<ul style="list-style-type: none"> - Supporting need-based financial aid as tuition increases 	

Strategic Issue: Accommodating Growth with Diminishing State \$

- Constant \$ tax funds/FTE

- 1986: \$6,202
- 2003: \$4,690 (25%)

Reality: Need to think about accommodating growth, maintaining equitable access and preserving quality in very different ways

One solution: moving towards a more market-based system

Regulatory system

top-down planning
micro management of spending
tuition set by govt & reappropriated
low tuition & aid

Market System

decentralized decision-making
institution autonomy:
how \$ spent
setting & retaining tuition
higher tuition & higher aid policies

Role of the Regents

Making state funding more strategic

Defining the extent of the move to market

Setting the rules for market interactions

Institutional roles and missions

Program approval

Approval of tuition levels

Examples of Policies that Would Accomplish Multiple Objectives

Policies ↓	Close Chronic Equity Gaps	Accommodate Growth	Preserve or Improve Quality
Inst. Structure & Enrollment	Create more access-oriented institutions such as community colleges and nonselective four-year inst's		Enforce Mission Differentiation
	Cap enrollments in selective inst's		
Funding	Allocate a higher % of state funds to access oriented inst's		Fund inst's on a basis other than enrollment
	Pay institutions more for economically disadvantaged students they enroll & graduate		
Tuition & Fee Policies	Allow inst's to retain tuition & fees for all students		
	Differentiate tuition by field of study as well as level		
	Move to two-tiered tuition structure - most fields charge low fees while others become more market-based		
Financial Aid	Charge higher fees while allocating a higher % of state funds for higher education to student financial aid		
	Expand and target student financial aid for the most disadvantaged students		

The Growth Funding Dilemma: A Short- or Long-term Issue

Utah State Board of Regents Meeting
March 11, 2004
Anthony W. Morgan

The Short-term Perspective

- States have generally treated enrollment growth funding in recessionary times as a short-term fiscal and policy issue
 - Sharp tuition & fee increases to compensate for lack of state funding coupled with short-term expenditure reduction strategies
 - Most states have not adopted compensatory short-term financial aid

Hopes vs. Reality

- Higher education still HOPES for a return to “normal” patterns of state funding for enrollment growth & other needs
 - Is higher education ignoring fundamental shifts in state revenue patterns and funding policies?
 - Very little serious planning for changes in historic funding patterns and state priorities
- REALITY of long-term funding trends in the past 20 years and demographics

State Funding: Historical Trends

**Revenues in U.S. Public Colleges/Universities
% of Current Fund Revenues from Tuition & State Appropriations**

	FY 1981	FY 2000
U.S.		
Tuition	12.9%	18.5%
State Appropriations	45.6%	35.8%

State Funding: Historical Trends

Utah System of Higher Education Constant \$ Tuition and Tax Funds Per FTE

	FY 1986	FY 2003	% Change
USHE			
Tuition/FTE	\$1,626	\$2,366	45.5%
State Appropriations/FTE	\$6,202	\$4,690	(24.4%)

State Funding: Budget Projections for Utah

Rockefeller Institutes' Projections of States' Structural Budget Deficits

Projected State Budget Gap as a
Percent of Baseline Revenues, 2000 to 2008

Utah	-0.8%
U.S. Average	-3.4%

Assumes return to normal economic growth & no increases in services

- Reasons:
- (1) reduction of capital gains surges of the 1990s
 - (2) Slower growth of sales tax—shift to lightly taxed services and Internet sales
 - (3) Increased cost of Medicaid

State Funding: USHE Enrollment Growth Funding, 2000-2005

USHE Enrollment Growth Funding (Tax Funds Only) FY 2000-FY 2005

	FTE	\$
FY 00 to FY 05 Enrollment Growth	20,512	\$76,100,100
State Enrollment Funding	11,104	\$37,092,600
State Funding as % of Formula	54%	49%
Unfunded Enrollment Growth	9,408	\$39,007,500
Less Legislative Reallocations	~2,600	\$10,853,900

Utah Demographics

USHE Enrollment Projections

	2002-03 FTE	2017-18 FTE	# Increase	% Increase
USHE Total*	114,610	160,580	45,970	40%

* UCAT not included because insufficient detailed historical information is available for long-term projections.

Pivotal Questions

- Time to rethink basic assumptions & policy alternatives for growth, equity & quality in light of long-term fiscal and demographic realities
 - Is this version of “reality” an abdication of advocacy for public funding of higher education?
OR
 - Is it beginning a planning and policy process that addresses the realities of the 21st Century?

Enrollment Redistribution

1986 Utah Higher Education Master Plan:

“Redirecting enrollments could become the single most important action of the Regents to preserve quality, provide access, and accommodate growth.”

	1985-86	2002-03	2017-18
Research University % FTE (UU, USU)	53.6%	41.1%	34.8%
Regional Institution % FTE (WSU, SUU)	19.9%	18.4%	18.4%
State/Community College % FTE (Snow, DSC, CEU, UVSC, SLCC)	26.5%	40.5%	46.8%

Impact of Enrollment Redistribution

	\$/FTE	Annual \$ Savings*
USHE Tax Funds per FTE Impact		
Estimated FY 2003 Tax Funds per FTE w/o enrollment redistribution <i>(Assumes 1985-86 Enrollment Distribution)</i>	\$5,188	--
Actual FY 2003 Tax Funds per FTE	\$4,690	\$51.9 M
Projected FY 2018 Tax Funds per FTE <i>(Assumes FY 2003 \$ per Institution and USHE projected enrollment levels)</i>	\$4,436	\$120.7 M
USHE Tuition and Fees per FTE Impact		
Estimated FY 2003 Tuition and Fees per FTE w/o enrollment redistribution <i>(Assumes 1985-86 Enrollment Distribution)</i>	\$2,504	--
Actual FY 2003 Tuition and Fees per FTE	\$2,366	\$14.4 M
Projected FY 2018 Tuition and Fees per FTE <i>(Assumes FY 2003 \$ per Institution and USHE projected enrollment levels)</i>	\$2,303	\$32.1 M

* Represents the annual budget difference between the 1985-86 enrollment distribution and the 2002-03 or 2017-18 enrollment distribution based on the lower dollars per FTE resulting from enrollment redistribution.

Increasing Tuition Dependence

Education and General Line Item, Tuition & Fees as % of State Appropriations

	FY 2000	FY 2004 Budget
University of Utah	25.8%	33.0%
Utah State University	24.9%	31.2%
Weber State University	31.1%	37.2%
Southern Utah University	25.9%	31.8%
Snow College	20.2%	21.8%
Dixie State College	20.9%	30.1%
College of Eastern Utah	18.3%	17.6%
Utah Valley State College	39.0%	50.7%
Salt Lake Community College	28.2%	36.6%
Utah College of Applied Technology*	n/a	12.6%
USHE Total	27.3%	33.7%

* Lower percentage for UCAT results in part from 40% of enrollments being secondary students who by law do not pay tuition.

**Developing Policies to
Accommodate Projected Growth
in HE Enrollments in Utah**
Utah State Board of Regents Meeting
March 11, 2004
Arthur M. Hauptman

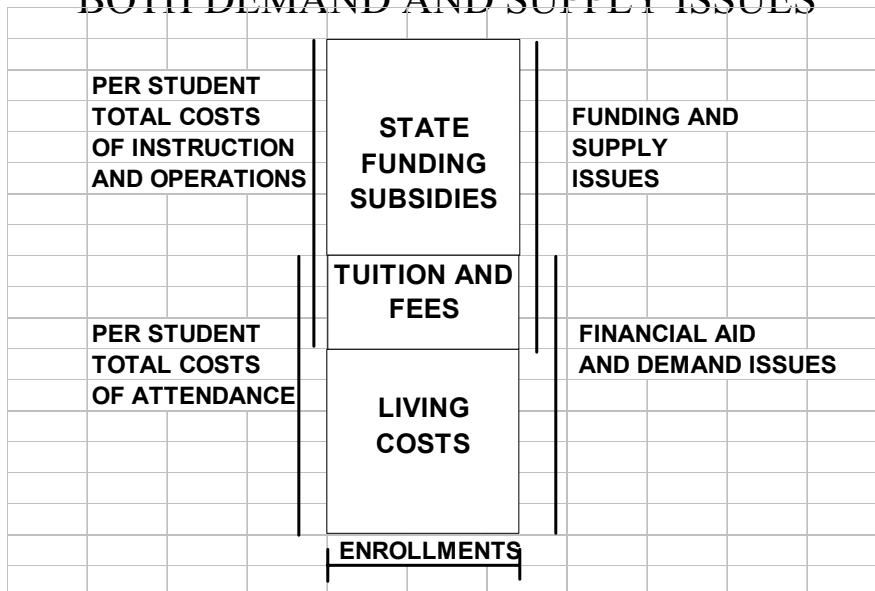
To accommodate projected growth of enrollments in Utah, consideration should be given to ensuring adequate supply as well as stimulating demand

- Policy debates at both the national and the state level tend to focus on stimulating demand by keeping prices low
- This policy focus is unfortunate because providing an adequate supply of seats is at least as critical to allowing enrollments to grow as is stimulating demand

To expand supply and stimulate demand,
all three of the key financing mechanisms
should be considered and utilized

- Public funding of institutions
 - State funding formulas, the principal mechanism for addressing supply issues, should reflect policy priorities
- Setting of tuition and fees
 - Tuition and fees, where supply and demand factors intersect (see chart on following slide), should be used to give proper signals to both students and institutional officials
- Providing student financial aid
 - Student financial aid programs, typically the principal policy for stimulating demand, should be designed to offset the negative effects on access of funding and fee policies

**TUITION AND FEES ARE CRITICAL TO
BOTH DEMAND AND SUPPLY ISSUES**



It's important for policy makers to consider whether and how the different financing policies interact

- For example, what happens to state funding levels for an institution when its tuition and fees increase?
- Are tuition and financial aid policies well integrated? Do low income students receive more student aid when tuition and fees increase?
- Are decisions about the funding of institutions and student financial aid considered simultaneously? Or is student aid a residual consideration after institutional funding decisions have been taken?

It's also important for policy makers to consider how policies impact other important objectives

- Providing access and accommodating growth should not be the only objective of state policy. Other important objectives include:
 - Closing chronic equity gaps
 - Preserving or improving quality
 - Improving relevance
 - Promoting economic development

A series of policies might be undertaken to accommodate projected growth in demand for higher education in Utah

- The chart on the following pages indicates what some of those policies might be
- The chart also indicates how those policies might help to achieve other key objectives

Examples of Policies that Would Accomplish Multiple Objectives			
Policies ↓	Close Chronic Equity Gaps	Accommodate Growth	Preserve or Improve Quality
Inst. Structure & Enrollment	Create more access-oriented institutions such as community colleges and nonselective four-year inst's	Cap enrollments in selective inst's	Enforce mission differentiation
Funding	Allocate a higher % of state funds to access oriented inst's	Pay institutions more for the economically disadvantaged students they enroll and graduate	Fund inst's on a basis other than enrollment
Tuition & Fee Policies		Allow inst's to retain tuition & fees for all students	
		Differentiate tuition by field of study as well as level	
		Move to two-tiered tuition structure - most fields charge low fees while others become more market-based	
Financial Aid	Charge higher fees while allocating a higher % of state funds for higher education to student financial aid		
	Expand and target student financial aid for the most disadvantaged students		

MEMORANDUM

April 7, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: INFORMATION: UHEAA--Board of Directors Report

The UHEAA Board of Directors met on January 13, 2004 and again on March 16, 2004. A copy of the agenda for each meeting is attached as Exhibit 1. At the January 13, 2004 meeting, the Board welcomed Mr. Khay Douangdara as a newly-appointed student member of the Board. Dr. Norm Tarbox was also welcomed as a new member of the Board, serving as one of two members of the Board who are employed as senior-level administrators in Utah institutions of postsecondary education. Commissioner Kendell was also welcomed to the Board as an ex-officio member. At the January 13, 2004 meeting, the UHEAA Board took the following actions:

1. Adopted a 2004 meeting schedule with meetings in March, June, August and December 2004. The Board intends to use the 2004 meeting schedule as a model for future years.
2. Approved Money Management Investment Reports for the months of October and November 2003 for the SBR Loan Purchase Program (LPP), the Student Loan Guarantee Program (LGP), the Utah Educational Savings Plan Trust (UESP), the Utah Tuition Assistance Program (UTAP), and the Utah Engineering and Computer Service Loan Forgiveness Program (UECLP).
3. Approved the engagement of Ballard Spahr Andrews and Ingersoll to seek a private letter ruling from the Internal Revenue Service to calculate joint yields of LPP's various student loan bond issues to help manage and limit UHEAA's arbitrage liability.
4. Approved the conversion of the UESP data processing system from Oracle to Microsoft SQL Server with authorized expenditures for software licenses up to \$55,000 for Oracle, \$26,000 for Microsoft, and consultant fees to Spring2 Technologies for the development of the new Microsoft-based UESP system up to \$115,000 during the 2003-2004 fiscal year.
5. Amended the UHEAA bylaws to strengthen the UHEAA Board committee structure and to shadow the State Board of Regent's committee organization. The revised UHEAA bylaws establish two new standing committees, the Finance Committee and the Policy and Program Committee and also establish an Executive Committee with a role similar to that of the Board of Regent's Executive Committee.

State Board of Regents
April 7, 2004–Page 2

6. Revised the UHEAA authorized signatures on UHEAA accounts to reflect changes in job titles and personnel.
7. Received a report and reviewed the minutes from the UHEAA Audit Committee meeting held on November 13, 2003. The Board passed a resolution of appreciation to UHEAA's accounting staff and noted the State Auditor found UHEAA's financial records to be complete and in good form with no required accounting adjustments.
8. Received five additional information reports–
 - A. "Status Report: Utah Mentor," showing dramatic increases in the number of visits to utahmentor.org (Exhibit 2).
 - B. "Recent Student Financial Aid Reports Provided by Request to Board of Regents."
 - C. "Governor Walker's Budget for Higher Education"
 - D. "Prospectus: Student Opportunity Center"
 - E. "Average Stafford Loan Debt Burdens of Students Graduating or Leaving School"

At the March 16, 2004 meeting, the Board took the following actions:

1. Approved Money Management Investment Reports for the months of December 2003 and January 2004 for the SBR Loan Purchase Program (LPP), the Student Loan Guarantee Program (LGP), the Utah Educational Savings Plan Trust (UESP), the Utah Tuition Assistance Program (UTAP), and the Utah Engineering and Computer Service Loan Forgiveness Program (UECLP).
2. Received a report from the UHEAA Audit Committee.
3. Approved continuation of the UHEAA Borrower Benefits through fiscal 2005. UHEAA's substantial, nation-leading borrower benefits provide reductions in principle and interest rates for responsible borrowers. UHEAA's Borrower Benefits are funded comfortably within LPP's net operating revenues. As approved by the Board, UHEAA's Borrower Benefits cover all loans guaranteed by UHEAA and originated through fiscal 2005 regardless of when the loans enter repayment and are purchased by LPP.

State Board of Regents
April 7, 2004–Page 3

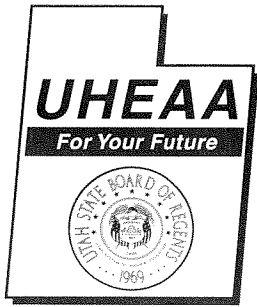
4. Approved increasing the amount of UHEAA Grants (formerly UHEAA scholarships) by \$400,000 over last year to \$2.3 million for fiscal 2005. The Board approved the increase in UHEAA Grants in response to rising educational costs and continued erosion in need-based student financial aid. The Board also reviewed a legal opinion from Assistant Attorney General William T. Evans that UHEAA’s use of funds for this purpose is appropriate and legal.
5. Approved April 13, 2004, or some other future date as agreed upon, to consider necessary rulemaking related to UHEAA Grants and the Cesar Chavez Scholarship Program
6. Received five additional information reports–
 - A. “Status Report on Legislative Appropriations”
 - B. “Status Report on Building Acquisition”
 - C. “Status Report: In-House Servicing”
 - D. “UESP Midyear Program Information”
 - E. “H. B. 40–Adds Cesar Chavez Scholarship Program to UCOPE”

The next regularly-scheduled UHEAA Board of Directors meeting will be held on June 1, 2004.

Richard E. Kendell, Commissioner

Attachments (Exhibits 1-2)

REK/CGN/DAF



Utah Higher Education Assistance Authority

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

Exhibit 1

AGENDA

MEETING OF THE UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY BOARD OF DIRECTORS

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

**Tuesday, January 13, 2004
10:00 A.M. - 12:00 P.M.**

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

- 1. Calling of the Roll, Welcome and Introductions**
- 2. Chairman's Oral Report**
- 3. Executive Director's Oral Report**
- 4. Minutes of the November 13, 2003 Meeting**
- 5. Consideration of Resolution for Executive Session at End of Regular Meeting**

6. Consideration of Action Reports

- #1 Adoption of Revised Calendar Year 2004 Schedule of Regular Meetings
- #2 Money Management Investment Reports
- #3 Contract with Bond Counsel to Seek IRS Private Letter for LPP Combined Purpose Arbitrage Calculation
- #4 Conversion of UESP Computer Systems from Oracle to Sequel Server
- #5 Amendment of UHEAA Board of Directors Bylaws
- #6 UHEAA Authorized Signatures

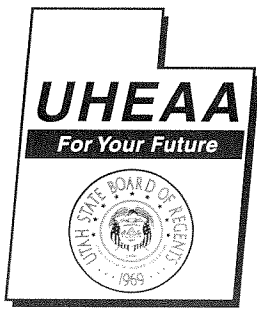
7. Committee Reports

- #7 Report of the Audit Committee

8. Informational Items

- A. Status Report: Utah Mentor

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



Utah Higher Education Assistance Authority

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

Exhibit 1

AGENDA

MEETING OF THE UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY BOARD OF DIRECTORS

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

**Tuesday, March 16, 2004
10:00 A.M. - 12:00 P.M.**

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

- 1. Calling of the Roll, Welcome and Introductions**
- 2. Minutes of the January 13, 2004 Meeting**
- 3. Motion for Executive Session at Next Meeting**
- 4. Chairman's Oral Report**
- 5. Executive Director's Oral Report**

6. Consideration of Action Reports

- #1 Money Management Investment Reports
- #2 Report of the Audit Committee
- #3 FY 2005 Continuation of LPP Borrower Benefits
- #4 Adoption of FY 2005 Provision for UHEAA Grants (Formerly UHEAA Scholarships)

7. Informational Items

- A. Status Report on Legislative Appropriations
- B. Status Report on Building Acquisition
- C. Status Report on In-House Portfolio Servicing
- D. UESP Midyear Program Information
- E. H.B. 40 - Adds Cesar Chavez Scholarship Program to UCOPE

8. Executive Session if Necessary

Additional Information Items May Be Distributed and Presented at the Meeting.

MEMORANDUM

January 13, 2004

TO: UHEAA Board of Directors

FROM: Chalmers Gail Norris

SUBJECT: Status Report: UtahMentor (utahmentor.org)

UtahMentor, the UHEAA-sponsored, comprehensive online resource to help students and their families plan for college, has been in operation since May 30, 2002. Thirteen Utah institutions participate in UtahMentor--all ten Utah System of Higher Education (USHE) institutions plus Brigham Young University, LDS Business College and Westminster College. Nine of the campuses have active admission applications on UtahMentor.

The number of visits to UtahMentor and the number of UtahMentor accounts established by students and parents has increased dramatically for the first six months of fiscal year 2003 compared to the first six months of fiscal 2002 as shown below:

	Fiscal 2002 <u>(Jul - Dec)</u>	Fiscal 2003 <u>(Jul - Dec)</u>	Percentage <u>Increase</u>
Number of Visits to UtahMentor	36, 241	90,105	149%
Number of UtahMentor User Accounts	1,983	4,272	115%

UtahMentor includes "modules" which allow students to research careers, prepare for college entrance exams, search for scholarships, select a campus through online tours, explore financial aid alternatives, apply for admission, and access additional helpful information about attending college. The most popular UtahMentor modules and the number of visits to those modules for the first six months of fiscal 2002 compare to 2003 are shown below:

<u>Most Popular Modules</u>	Fiscal 2002 <u>(Jul - Dec)</u>	Fiscal 2003 <u>(Jul - Dec)</u>	Percentage <u>Increase</u>
Number of Visits to "Career Center"	36,584	75,689	107%
Number of Visits to "Financial Aid"	11,265	52,729	368%
Number of Visits to "My Mentor"	12,265	41,067	235%
Number of Visits to "Campus Tour"	13,258	37,707	184%

In November 2003, Mr. Brian McGill joined the UHEAA staff as Senior Outreach Services Officer. Brian previously was a guidance counselor at Riverton High School and 2003 Educator of the Year for the Jordan School District. Mr. McGill's main focus is to increase the number of UtahMentor accounts by promoting UtahMentor to high school and junior high counselors and students throughout the state. He has been working extensively with officials of the State Office of Education and has given numerous UtahMentor presentations at high schools, junior high schools, counselor association meetings, community organizations, and minority conferences including presentations at the Black Advisory Council and Jewish Community Center.

UHEAA outreach staff are also continuing to work with the colleges and universities to improve the content of UtahMentor. Efforts are continuing, in coordination with the Commissioner's Academic Affairs staff, to implement an improved version of a major's guide and a course transfer guide to assist students in selecting a major and providing a user friendly tool for determining course transferability between institutions.

Later this month, UHEAA outreach staff will be consulting with Xap Corporation, the developer of the 32 Mentor sites nationwide, to discuss integrating into UtahMentor the Student Education Occupational Plan (SEOP), a counselor-led education and life-planning exercise which is required annually for each Utah student in grades 7 - 12.

CGN/DAF

MEMORANDUM

April 7, 2004

TO: State Board of Regents

FROM: Richard E. Kendell, Commissioner

SUBJECT: Engineering, Computer Science and Technology 2004-2005 Funding Recommendation from the Technology Initiative Advisory Board--Action Item

Issue

The 2001 Legislature approved SB61: *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Science Initiative within the USHE, which was intended to increase the number of students graduating from engineering, computer science, and related technology programs. The Technology Initiative Advisory Board (TIAB), appointed by the Governor, was established to make recommendations concerning the funds to the Regents. Key provisions of SB61 and a list of the TIAB members are included in the attachment.

Background

A total of \$4 million was appropriated the first year: \$1 million of ongoing funds, \$2.5 million of one-time funds, and \$500,000 for the loan forgiveness program. The 2002 Legislature appropriated \$2 million in ongoing funds and \$1 million in one-time funds. The 2003 Legislature appropriated \$500,000 in ongoing funds to continue efforts in implementing the objectives of SB61.

Following the pattern used for the last two years, John Sutherland gathered information from each of the institutions concerning the needs of their program. The TIAB met on March 30, 2004, to discuss the current success of the initiative and the continued needs of each institution. The TIAB decided that in order to continue to increase the number of students and graduates, the focus should continue to be on quality programs and quality graduates. Each dean's prioritized list of needs was considered. In finalizing their recommendation, the TIAB maintained the following criteria:

- Focus first on faculty positions. In this year of scarce dollars, funding faculty positions was seen as the best way to continue to increase the capacity, quality, and graduates.
- Past performance. Institutional records of accomplishment were also reviewed with preference given to programs that were growing rather than shrinking.

The TIAB proposes that the dollars recommended below, combined with matching dollars from the institutions, be used to continue the goals of the program at each institution. Although each institution has flexibility in the use of the funds, the TIAB recommends that the institutions use the funds in their highest priority areas that will increase the capacity and the number of graduates. The TIAB recommends the following distribution of funds for the 2003-2004 year.

USHE Engineering and Computer Science Initiative Funding Distribution

	2004 Ongoing	2004 One Time
University of Utah	\$ 207,000	\$ 175,000
Utah State University	\$ 113,000	\$ 100,000
Weber State University	\$ 35,000	\$ 57,500
Southern Utah University	\$ 30,000	\$ 55,000
Snow College	\$ 20,000	\$ 12,500
College of Eastern Utah	\$ 20,000	\$ 20,000
Utah Valley State College	\$ 35,000	\$ 35,000
Dixie State College	\$ 20,000	\$ 20,000
Salt Lake Community College	\$ 20,000	\$ 25,000
TOTAL	\$ 500,000	\$ 500,000

The TIAB recommends that the funds appropriated for the Loan Forgiveness Program, \$50,000, be administered as it has in the past.

In looking to the future, the TIAB feels strongly that increased funding from the legislature in 2005 will be necessary to keep this initiative moving forward. Continued support in the legislative process from all institutions is critical to ensure that increased funding is approved next year.

The TIAB recommends that the Regents ensure that legislators know of their support for this initiative early in the legislative process. The Regents should carefully consider what is needed to provide exceptional leading-edge results from Utah's engineering programs. In addition to growing the number of engineering graduates, having world-class faculty, graduate programs, and dynamic graduates are important to positive, long-term economic impact.

John Sutherland, Chair of the TIAB, will make a presentation at the April 16 Regent's meeting, and will be available to answer questions.

Commissioner's Recommendation

This information is provided as background in preparation for the presentation and discussion at the Board meeting. I support the TIAB report and recommendation and recommend Regent approval.

Richard E. Kendell, Commissioner

REK:GW
Attachment

Attachment

Key provision of SB61:

- (1) Establishing a goal through the Initiative to double the number of graduates from USHE institutions in engineering, computer science, and related technology by 2006 and triple the number of graduates by 2009.
- (2) Directing the Board to establish rules providing the criteria for those fields of study that qualify as “related technology.”
- (3) Providing a component, which improves the quality of instructional programs in engineering, computer science, and related technology, by providing supplemental monies for equipment purchases (\$2.5 million).
- (4) Establishing a student loan and loan forgiveness program to encourage enrollment in programs included in the Initiative.
- (5) Assisting USHE institutions to hire and retain highly qualified faculty to teach in Initiative programs.
- (6) Increasing program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
- (7) Creating a Technology Initiative Advisory Board to make recommendations to the Regents in its administration of the Initiative. The Advisory board is to include individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.

Members of the Technology Advisory Committee

John Sutherland (Chair)	Intel Corporation
Susan Johnson (Co-Chair)	Futura Industries
Richard Anderson	Hewlett Packard, Retired
Reed Brown	Iomega Corporation
Roland Christensen	Applied Composite Technology
D. Mark Durcan	Micron Technology
Ed Edstrom	vSpring
Dave Moon	EsNet
Chuck Taylor	Metalcraft Technologies
J. Howard VanBoerum	VanBoerum & Frank

April 8, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Funding of Graduate Education

This item has been suggested by a number of Regents and was the product of our workshop meeting in Cedar City. Regent Jim Jardine requested that it be placed on the agenda as soon as possible.

The Utah State University and University of Utah Graduate Deans will make the presentation. There is no supplementary hand-out.

Richard E. Kendell, Commissioner

RK:jc

April 8, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Follow-up Report on the March 11 Board of Regents' Workshops

I will outline the follow-up steps on the three workshops held in Cedar City on March 11. There is no supplementary attachment for this agenda item.

Richard E. Kendell, Commissioner

RK:jc

April 8, 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 March 11, 2004 at Southern Utah University in Cedar City Utah, and March 12, 2004 at Dixie State College in Hurricane, Utah
2. Grant Proposals - Approval to submit the following proposals:
 - A. University of Utah – National Science Foundation; “ITR:NJS/ ASE\ (DMC, SIM): Continuous, Discrete, and Statistical Methods for 3-D Object Recognition,” \$3,874,525. Elaine Cohen, Principal Investigator.
 - B. University of Utah – National Science Foundation; “ITR: Architectures for Perceptive Embedded Systems,” \$2,373,705. Alan L. Davis, Principal Investigator.
 - C. University of Utah – National Science Foundation; “Collaborative Research: Communication Strategies for Very Large Sensor Networks,” \$2,020,001. B. Farhang-Boroujeny, Principal Investigator.
 - D. University of Utah – Public Health Service; “Improving Measurement of Acute Pain;” \$2,659,129. C. Richard Chapman, Principal Investigator.
 - E. University of Utah – Public Health Service/National Institute of General Medical Science; “Recoding: Dynamic Reprogramming of Genetic Readout;” \$2,683,199. John F. Atkins, Principal Investigator
 - F. University of Utah – Public Health Service/National Institute of Diabetic Digest K; “Defining Hematopoietic Progenitors in Mouse Bone Marrow;” \$2,222,651. Gerald J. Spangrude, Principal Investigator.
 - G. University of Utah – Public Health Service/National Cancer Institute; “Mapping and Cloning Prostate Cancer Predisposition Loci;” \$3,364,890. Lisa Cannon-Albright, Principal Investigator.
 - H. University of Utah – Public Health Service/National Institute/Deaf Oth Comm D; “Forming and Patterning the Vertebrate Inner Ear;” \$2,369,019. Gary C. Schoenwolf, Principal Investigator.

- I. University of Utah – Public Health Service/National Cancer Institute; “Double-Targeted Macromacular Therapeutics for the Treatment of Ovarian Cancer,” \$3,576,148. Andrew P. Soisson, Principal Investigator.
- J. University of Utah – Public Health Service/National Institute of Dental Craniofa/Engineering; “The Vocal Fold Extracellular Matrix,” \$3,307,395. Susan L. Thibeault, Principal Investigator.
- K. University of Utah – Public Health Service; “Computational Biology and Bioinformatics Online,” \$3,217,758. Thomas E. Cheatham, Principal Investigator.
- L. University of Utah – Public Health Service/National Institute of Neurological Dis/Stro; “Identification and Characterization of Novel Therapeutics for the Treatment and Prevention of Epilepsy,” \$13,170,515. H. Steve White, Principal Investigator.
- M. University of Utah – National Science Foundation; “A New Multi-Scale Paradigm for Biomolecular Simulations,” \$3,204,778. Gregory A. Voth, Principal Investigator.
- N. University of Utah – National Science Foundation; “Collaborative Research: Computational Tools for Multiscale Dynamical Modeling of Blood Clotting and Vascular Biology,” \$2,306,832. Aaron L. Fogelson, Principal Investigator.
- O. University of Utah – National Science Foundation; “ITR0 (NHS)- (INT) Inter-Disciplinary Information Representation (IDIR),” \$2,991,905. Stefano A. Foresti, Principal Investigator.
- P. University of Utah – Public Health Service/National Eye Institute; “Animal Facility for New Moran Eye Center,” \$2,680,838. A. Lorris Betz, Principal Investigator.
- Q. Utah State University – US Department of Agriculture; “Functional Genomics in Nature,” \$1,253,653. Bart C. Weimer, Principal Investigator.
- R. Utah State University – BAE; “Geostationary Operational Environmental Satellite (GOES) Hyperspectral Environmental Suite (HES) Formulation Phase Program – Interferometer Concept Design,” \$1,328,714. Ron Huppi, Principal Investigator.
- S. Utah State University – National Science Foundation; “Center for Assessing Pedagogy and Optimizing Learning Outcomes (APOLO)” in collaboration with Iowa State University; \$1,182,246. Gayle Bowen, Principal Investigator.
- T. Utah State University – Spectrum Astro; “Demonstrating the Feasibility of Advanced, Cryocooled Focal Plane Array Technologies to Improve our Ability to Detect Smaller, Cooler and More Distant Objects via Use of Infrared Sensors, Ultimately Improving our Nation’s Defense and Astronomical Science Sensor Capabilities,” \$2,250,234. Blake Crowther, Principal Investigator.

- U. Utah State University – National Institutes of Health; “Microbial Metabolism of Aliphatic Alkenes, Epoxides, and Ketones,” \$1,725,600. Scott A. Ensign, Principal Investigator.
 - V. Utah Valley State College – US Department of Education; “Psychology of Personal Excellence/Demonstration Project in Leadership Training;” \$1,500,000. Bruce Jackson, Principal Investigator.
3. Grants Awarded
- A. University of Utah – National Center for Research Resources; “General Clinical Research Center. CFDA 93.333. General Clinical Research Center Grant (M01). RFA PA-90-30 (Cap);” \$2,028,991. A. Lorris Betz, Principal Investigator.
 - B. University of Utah – Sports Medicine Research and Testing Laboratory; “Sports Medicine Research and Testing Laboratory at the University of Utah;” \$5,785,417. Dennis J. Crouch, 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 June 3-4, 2004, at the College of Eastern Utah in Price, Utah, and Snow College in Ephraim, Utah, 1to 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
Attachment

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
MARCH 2004

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MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY
MARCH 11, 2004

Regents Present Regents Excused

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

Office of the Commissioner

Richard E. Kendell, Commissioner
David Buhler, Associate Commissioner for Public Affairs
Don A. Carpenter, Executive Assistant
Joyce Cottrell, Executive Secretary
Kimberly Henrie, Budget Analyst
Brad Mortensen, Assistant Commissioner for Finance and Facilities
Chalmers Gail Norris, Associate Commissioner for Student Financial Aid
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Deanna D. Winn, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects

INSTITUTIONAL REPRESENTATIVES

University of Utah

A. Lorris Betz, Interim President
David W. Pershing, Senior Vice President for Academic Affairs
Christopher Johnson, Professor of Computer Science
Nancy S. Lyon, Assistant Vice President for Governmental Affairs
Laura Snow, Special Assistant to the President

Utah State University

Kermit L. Hall, President
Lee H. Burke, Assistant to the President for Government Relations
Noelle Cockett, Dean, College of Agriculture
Ron Godfrey, Vice President for Business and Finance
Richard W. Jacobs, Budget Director
Joyce Kinkead, Vice Provost for Undergraduate Studies and Research
Dinesh Patel, Member, Board of Trustees

Sydney M. Peterson, Assistant Provost

Weber State University

F. Ann Millner, President

Kathleen Lukken, Interim Provost

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Grady McEvoy, Theater Instructor

Utah Valley State College

William A. Sederburg, President

David Bradford, Member, Board of Trustees

Brad Cook, Vice President of Academic Affairs

Val Peterson, Vice President of Administration and External Affairs

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

David Richardson, Vice President of Academic Services

Dana Van Dyke, Budget Director

Trenton Kemp, Student Body President

Utah College of Applied Technology

Gregory G. Fitch, President

Linda Fife, Vice President for Academic and Student Services and Campus President, Salt Lake-Tooele ATC

Representatives of the Press

Shinika A. Sykes, *Salt Lake Tribune*

Stephen Speckman, *Deseret Morning News*

Others

DeMar "Bud" Bowman, Utah House of Representatives
Michael Christensen, Director, Legislative Research and General Counsel
Richard Ellis, Director, Governor's Office of Planning and Budget
Boyd Garriott, Office of the Legislative Fiscal Analyst
David Harmer, Educational Development Corporation of Utah
Debbie Headden, Office of the Legislative Fiscal Analyst
Steve Kroes, Executive Director, Utah Foundation
David Longanecker, Executive Director, Western Interstate Commission for Higher Education
John Massey, Legislative Fiscal Analyst
Michael A. Petersen, Executive Director, Utah Education Network
David Spann, The Ralston Consulting Group
John Sutherland, Brigham Young University
Kevin Walthers, Office of the Legislative Fiscal Analyst
Darrell White, Governor's Deputy for Education

The meeting of the Committee of the Whole was called to order at 10:10 a.m. by Vice Chair George Mantes. He mentioned that he had enjoyed attending Utah State University's Founders Day Banquet, along with some other Regents.

Regent Mantes pointed out that higher education is at a critical point. If we compete with public education for state funds, higher education will always come out in second place. This makes it imperative to do some strategic planning. As explained in Tab A, three focus groups will deal with some of the major issues facing higher education. Regent Mantes urged everyone to listen carefully to the facilitators and participants. Commissioner Kendell explained where each of the groups would be meeting. The group dismissed to the individual group discussions at 10:15 a.m.

The meeting of the Committee of the Whole reconvened at 1:30 p.m. Vice Chair Mantes announced that there were still golf tee times available on Saturday morning, thanks to Regent Beesley and her husband, Brent. The Beesleys are also hosting a concert on Friday evening in St. George. He thanked Regent Beesley for her generosity.

Regent Mantes thanked President Bennion and his staff for being such great hosts to the Regents. He excused Regents Barrett, Burningham, Johnson and Sinclair.

Reports of Discussion Groups

Vice Chair Mantes said the focus groups have defined the Regents' workload for the coming year. He thanked the facilitators for doing an excellent job.

Resource and Development

David Spann of the Ralston Consulting Group, formerly the MBA Director for Westminster College, was the facilitator for this group. He explained that the group was interested in the major actions which need to take place in the

state to increase, enhance and enlarge technology transfer and commercialization. What kind of policies might the Board consider to help this go forward? If there were a Technology Transfer and Technology Commercialization Summit, who should come to Utah to help us better retain and enhance our best qualities and products? Regent Jardine said the group had talked about inviting Brigham Young University, the University of Utah, and Utah State University, along with leaders in business and industry and others, to work together to decide on and implement best practices. There is a vital need to create incentives for faculty to get patents and commercialize them. Researchers need to share their inventions. The state needs to see research as an important function that will lead to renewing support of the funding formula.

Six key initiatives were identified to drive research and development:

1. The need for world-class research institutions
2. Creating and retaining a critical mass of talent at our institutions
3. Creating a degree of collaboration among research institutions and between institutions and business and industry
4. Making the Technology Transfer Offices (TTO) more effective
5. Passing the proposed amendment to the State Constitution to allow institutions to take an equity stake in companies which license technologies; articulate and advocate that need
6. Finding alternative sources of funding to support and sustain all of the foregoing

Recommended actions the Board of Regents and Commissioner's Office could take in ensuring that technology transfer is effectively administered and driven in the state:

1. Ensure Regents understand how graduate education is funded in the State of Utah
2. Allocate funding for the building of research laboratories
3. Authorize the development of a report on how technology transfer offices are operated. Educate the Board of Regents on the TTO process. Ensure this is reported on an annual basis.
4. Make sure the Regents clearly support the Venture Capital Enhancement Act
5. Support the Engineering Initiative and Centers of Excellence
6. Find money to pay top salaries to leading researchers
7. Find the best and most appropriate ways for USU and the UofU to work with the other eight institutions of higher learning in the Utah System of Higher Education
8. Support the proposed Constitutional Amendment for equity investment by institutions in companies
9. Create a culture where intellectual ideas and research are valued

Quality, Productivity, and Performance Funding

Dr. David Longanecker, Executive Director of the Western Interstate Commission for Higher Education (WICHE), was the facilitator for this group. Dr. Longanecker stressed the "P's" that are important in creating accountability: Philosophy, Practice, Practicality, and Politics. It is first important to know what you want to do before you can determine if you are achieving quality and productivity. Goals need to be clearly stated and studied. Quality includes access, relevance to the interests of the state, and efficiency. It requires collaboration and working with others. The Board of Regents has responsibility, as do the Legislature, the Governor and other institutions. There must be collaboration between all groups on goals and measures.

The group offered the following suggestions:

1. Work more directly with the Legislative Fiscal Analyst's (LFA) Office to ensure agreement in the information coming forward.

2. Work more directly with other key stakeholders (Legislature, Governor's Office, etc.) to review accountability measures annually.
3. Strive for data neutrality. As cheerleaders for the System, make sure to have very strong and neutral data. Good data is imperative but it is not everything. Too much data is worse than no data at all.
4. Try to find the right balance between being a provider of external validity for the System and being the internal advocate of accountability (holding institutions accountable).
5. Keep your goals simple and few. Help others understand succinctly everything they should know about higher education.
6. A strong accountability system needs to reflect the culture of the area. Utah is a frugal state, and its citizens want their tax dollars spent wisely.
7. Improve technology to help the interface between higher education and secondary education to reduce the necessity of remedial education.
8. Politics are an important part of the overall accountability of the system. Find a way to work within the political system.
9. Improve collaboration with the Legislature and the Legislative Fiscal Analyst's office. Rather than having the usual hearings, foster a roundtable for good discussion. Discuss how we view and interpret data.
10. We need to tell our story better. Perhaps we need to talk more about our challenges to maintain quality because of the budget shortages.

Commissioner Kendell said exemplary states have developed an annual accountability report, in fulfillment of the mission of higher education. Dr. Longanecker gave some good examples and some bad examples of such reports. Chair Karras noted that at least one of our institutions measures outcomes – Did the students get what they wanted? Did employers get what they needed? How well did courses transfer?

Enrollment Growth

Drs. Art Hauptman and Tony Morgan were the facilitators for this group. Utah's challenge is accommodating a 20 percent growth in enrollment with a diminishment of state resources. Dr. Morgan said this is a long-term issue. The higher education proportion of the state budget has been decreasing across the nation. Utah has seen a decline of approximately 25 percent since 1986. This means we need to rethink how we fund growth. Times have changed, resulting in a continuum between a market-driven environment and a regulatory environment. It is critical that financial aid be increased as tuition is increased.

The group determined the role of the Regents to be:

1. Make funding more strategic
2. Define the extent of the move to market-driven education
3. Set the rules for market interactions, i.e., institutional roles and missions, program approval, approval of tuition levels

Suggested policy categories were:

1. Institutional structural and enrollment management
2. Funding
3. Tuition and fee policies
4. Student financial aid

Several objectives were given:

- A.. Close chronic equity gaps
- B. Accommodate growth
- C. Preserve or improve quality

- D. Look at both supply and demand
- E. Be more strategic in providing funding and setting tuition and fees (5-8 percent of the state's higher education budget should go to financial aid.)

Chair Karras said the group had begun by discussing specific things that could be done to accommodate growth. The discussion evolved toward incentivizing schools to do what is needed so that the solution is not "one size fits all." This incentive should be included in the funding formula. We need to decide how far on the continuum we should move. The concept of having the Legislature give the appropriation to the Regents and letting the Regents allocate it is advantageous for everyone. Chair Karras and Fiscal Analyst Boyd Garriott agreed to discuss this issue with the Legislative Fiscal Analyst's Office.

Vice Chair Mantes asked, "Where do we want to go from here?" Commissioner Kendell said these discussions had been a way of raising issues which must be addressed. He said he was not looking for an immediate solution, but rather to determine the critical issues to be addressed. He cautioned that the State should not move too quickly to a system where the entire financial burden is on the students; the State still has a major responsibility. We need to determine the proper ratio of state resources, tuition, financial aid, etc..

Commissioner Kendell said he appreciated the collaborative efforts of the institutions. This is a long-term issue and may take several months. Are there ways we can be more productive? Are there things we are overlooking? There is a deeply seated sentiment in Utah that higher education could be more efficient. What are the performance measures which will be reflected in next year's budget request? Regent Jardine said in the R&D discussion group, there had been agreement that Utah needs world-class institutions. Will there be an agreement on what it means to be world-class, and should we be aiming in that direction? Are we aiming in a different direction than the Legislature?

Regent Jordan said much good work had been done, but there is yet much staff work to be done before the group meets again. Another issue is communicating this information to the public and to the Legislature. In the area of accountability, particularly with the Legislature, we need to sponsor a discussion involving legislators, representatives of the Legislative Fiscal Analyst's office, Presidents, Regents and others where everyone would have the opportunity to tell what they care about.

Commissioner Kendell asked if many states were funding their institutions on the basis of performance measures. Dr. Hauptman said the states which do this provide a very small percentage of their budget toward performance measures. It must be built into the funding formula and the right measures must be determined. However, institutions will do a lot to get even a very small percentage of funds.

The Commissioner said these are significant tasks, and it is an incremental process. He will work with the Council of Presidents to come up with the most pressing issues and an action plan. A summary of all three focus groups will be distributed for the April 16 Board meeting, along with future directions from each group. This summary will be the work plan for the State Board of Regents during the next few months. Dr. Kendell stressed that this would require the involvement of the institutions. He and the Presidents will look at exemplary states and put together profiles. They will then prepare a report with reliable information which will help the Regents and Presidents to work with individual legislators and with the greater community.

Chair Karras said the discussion groups and reports had been a very good use of the Regents' time. He applauded Commissioner Kendell and his staff for getting the Regents to this point. Perhaps future agendas should deal with these issues. We cannot continue to do "business as usual;" rather, we need to find out how to do it better. We need

to show the Legislature our willingness to be creative, but also help them recognize that there is still a huge need for state resources.

Commissioner Kendell said the future of UCAT in the state was not discussed in these meetings. He will come back with ideas on that issue. Progress is being made. Other issues will also be presented in future meetings.

Following a short break, the meeting reconvened at 3:55 p.m.

Review of 2004 Legislative Session

Commissioner Kendell referred to Tab B and said this had been an interesting session with a few surprises. For the past two years, the higher education budget was cut by the Legislature. This year there were no budget cuts. He was pleased that funds had been allocated for compensation. We were hopeful for a two percent COLA increase, but that has been split. He asked Associate Commissioner Mark Spencer to talk about the budget and capital facilities issues, Assistant Commissioner Brad Mortensen to talk in more detail about budget adjustments, and Associate Commissioner Dave Buhler to discuss specific legislation. He thanked the Presidents, Regents, Institutional Legislative Representatives, Commissioner's staff, and everyone else who worked hard during the session to represent the interests of higher education.

Capital Facilities. Associate Commissioner Spencer referred to Attachment 2 to Tab B, Legislative Action on Capital Development for 2004-05. Three higher education facilities were funded by the Legislature, and a total of \$43.9 was appropriated for capital improvements (AR&I funds). Capital improvements includes such critical needs as roofs, HVAC systems, etc. Higher education receives approximately 60-65 percent of those funds. Other funding projects were shown at the bottom of the page, including the remaining two floors of the State Board of Regents Building. President Sederburg asked the meaning of "future state O&M." Dr. Spencer explained that it is anticipated need for maintenance when the buildings are completed, although it is not in state law. WSU Vice President Norm Tarbox clarified that O&M appears in statute when buildings are approved. Kevin Walthers, Fiscal Analyst for Capital Facilities, said the O&M amount is a cap for future requests if funds are available.

Regent Jardine asked if the Q&P rankings had been taken into consideration by the Legislature. Commissioner Kendell said the Q&P process adds accountability and has been worthwhile over time. Chair Karras said when he served on the State Building Board, that board followed the rankings of the Regents. Determining Q&P is still a valuable process for the Regents. Commissioner Kendell thanked Mr. Walthers for his help with options on the SLCC Metro Campus and for getting reliable, accurate data to the Legislature on the Board of Regents Building.

Assistant Commissioner Mortensen referred to Attachment 1, Summary of Appropriations, 2004 General Session, and said that the System had seen an overall increase of 3.8 percent in state funding above the base budget for FY2005. Of that, 2.7 percent is the increase in ongoing funds, and 1.1 percent is one-time funding. He pointed out the internal reallocations of more than \$24 million, which were specified in legislative intent language. The State allocated funding for compensation – 1 percent for an ongoing salary increase for all employees and 5½ percent for increases in health and dental insurance and retirement. In addition, the Legislature allocated one-time funding for a salary bonus to be distributed equally for all higher education employees. Assistant Commissioner Mortensen pointed out the summary of allocations to the institutions and UEN, as well as the budget comparisons on page 5 of Attachment 1. Pages 7-8 showed higher education's historical share of the state general fund and school fund general appropriations. Mr. Mortensen explained the Legislative intent language (Attachment 3) which directed this year's tuition increases.

Regent Jardine asked why the Legislature had included tuition limits in intent language. Boyd Garriott explained that the Legislature's intent was to put a ceiling on the tuition. As a second source of revenue, this intent was to help fund O&M and institutional fuel and power costs. Commissioner Kendell said this had been the most troubling part of the 2004 Legislative Session because it violated the Regents' pact with the students. Mr. Garriott said the advice received from Legislative Counsel was that if the ceiling was not put on tuition, the institutions could go back and ask for additional second-tier tuition. Associate Commissioner Buhler explained that the final result was that the Presidents were given flexibility to determine institutional reallocations and that fuel and power and O&M costs were not directed to be paid with second-tier tuition.

President Hall said that although the Presidents regained flexibility in being able to address these issues as they see fit, it is clear that Truth in Tuition and the Legislature's desire to govern their desirable outcomes were in conflict.

Regent Jordan said the legislators were "getting heat" from their constituents on the subject of tuition increases. The reality is that the Legislature will not continue to fund state dollars to the extent they have in the past, and they will begin limiting tuition. This will put more and more pressure on internal reallocation in the future. Commissioner Kendell pointed out that this was not statutory, but was intent language for this year only; however, it is possible this will continue in subsequent years. He said in many states tuition is being increased to fill the void left by decreasing state support, and tuition is being capped.

Regent Jardine stated the Legislature has the right to say there is not enough money and this is all we can give higher education. However, to say that we must use second-tier tuition to make up for what the state did not fund is fundamentally wrong. Will the state also take away our ability to meet our obligations to the students to deliver what we have promised by our own best judgment? Vice Chair Mantes said this was a vital reason for meaningful dialogue at the State Capitol.

Chair Karras said we need to follow up with legislative leadership. The Truth in Tuition hearings were held early this year at the request of the Legislature, and it worked to our disadvantage. We have gone from 27 percent to 33 percent in four years as the students' share of the cost of education. This share may get as high as 35 percent. Before voting on tuition increases next year, we should have an idea of a percentage of the total and have this discussion with the legislative leadership and the Governor. We cannot continue to increase tuition by 10 percent every year. At least half of our students are borrowing for their education. Vice President Pershing pointed out that the students are mostly earning their tuition money themselves.

President Hall said a market economy for higher education makes little sense if the Legislature will determine the price. We need to be realistic about what it costs to operate the institutions in an affordable way. He pointed out that the USHE has actually taken a \$24 million budget cut because of the internal reallocation. Funds expended in fuel and power and O&M must be reallocated within the institutions. It is offset by some tuition increases, but those expenses must be paid.

Commissioner Kendell asked, How can we expect to accommodate another 30,000 students without state support and increased tuition? Regent Jordan asked about making three tiers of tuition. We need to keep faith with the students when we tell them that they get to tax themselves in return for choosing how the money is spent. We should protect the sanctity of that agreement. Second-tier tuition should be preserved to stay in the institution, but we should not pretend to have a compact with the students if we cannot keep faith with them.

Associate Commissioner Buhler pointed out the bills which affected higher education. He expressed his appreciation for the participation of Regents, Trustees, Presidents, and students at the luncheon early in the session.

Throughout the session Mr. Buhler met twice weekly with the institutional legislative liaisons. He recognized those who were present. Higher education officials also worked closely this year with the student body presidents and lobbyist. He recognized Trent Kemp, SLCC Student Body President and President of the Utah Student Association, and Happy Peterson, the student lobbyist.

The USHE Final Report on the 2004 Legislative General Session was attached to Replacement Tab B. This report tracked key legislation of interest to higher education. This year higher education did not request any legislation except for the Appropriations Act and the Bond Bill. Associate Commissioner Buhler briefly discussed the bills and offered to respond to questions.

Vice Chair Mantes recognized Representatives Brad King and David Clark and thanked Commissioner Kendell, Associate Commissioner Buhler and their team for the remarkable job they did during difficult circumstances.

President Benson referred to SB 48, Uniform Firearms Laws, and asked what would happen next. President Betz said there is a suit before the State Supreme Court which was not completely resolved by this legislation. The University will be seeking resolution on these issues.

Vice Chair Mantes announced that the Regents' executive session meeting, which had been scheduled to immediately follow this meeting, had been canceled. He gave instructions on the location of the Regents' dinner meeting with the SUU Board of Trustees.

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
DIXIE STATE COLLEGE, HURRICANE CENTER
March 12, 2004

Regents Present

Nolan E. Karras, Chair
E. George Mantes, Vice Chair
Jerry C. Atkin
Linnea S. Barney
Bonnie Jean Beesley
William Edwards
David J. Grant
James S. Jardine
David J. Jordan
David L. Maher
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Paul T. Brinkman, Associate Vice President for Budget and Planning
Nancy S. Lyon, Assistant Vice President for Governmental Affairs
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Dan Black, Assistant Professor of Chemistry
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College of Eastern Utah

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Representatives of the Press

Shinika A. Sykes, *Salt Lake Tribune*

Stephen Speckman, *Deseret Morning News*

Others

David Clark, Utah House of Representatives
Boyd Garriott, Office of the Legislative Fiscal Analyst
Debbie Headden, Office of the Legislative Fiscal Analyst
John Massey, Legislative Fiscal Analyst
Kevin Walthers, Office of the Legislative Fiscal Analyst
Darrell White, Governor's Deputy for Education

Vice Chair Mantes called the meeting to order at 8:40 a.m. He expressed his delight on his first visit to Hurricane and thanked President Huddleston for his hospitality. Regent Mantes said Commissioner Kendell's father-in-law had suffered a massive stroke the previous evening and that Dr. Kendell and his wife, Joan, had driven back to Salt Lake City to be with the family. The group adjourned to committee meetings at 8:45 a.m., and the Committee of the Whole reconvened at 10:48 a.m.

REPORTS OF BOARD COMMITTEES

Academic, Applied Technology Education, and Student Success Committee

Revisions to Policy R401, Approval of New Programs, Program Changes, and Discontinued Programs (Tab C). Chair Jardine said the policy continues to be refined. The moratorium and exceptions thereto are still in effect. Page 13 of the policy clarifies "institutional readiness." The committee approved the policy and Chair Jardine moved its approval by the entire Board. The motion was seconded by Regent Sweeten and carried unanimously.

Snow College – Mission and Roles Statement (Tab D). Chair Jardine said President Benson had made an excellent presentation to the committee on the process which led to this statement. On the first of the seven functions, he noted that 70 percent of Snow students transfer to another institution, with special emphasis on the liberal arts and sciences. Many of those students transfer to Utah State University. The balance of the statement points out the college's role in economic development and the other roles of the college. The committee was very pleased and approved the statement. President Benson said it had been a long process to solicit input from the various entities. Snow College has issued an RFP for partners to help offer additional courses for their students. He thanked the committee for their consideration. Chair Jardine said Snow College might use other institutions to help the students stay in Ephraim for their third year and go to USU or the University of Utah for their fourth year. The committee encouraged President Benson to be entrepreneurial in the college's efforts. Chair Jardine moved approval of Snow College's Mission and Roles Statement. The motion was seconded by Regent Sweeten and carried.

Consent Calendar (Tab E). Chair Jardine commented on some of the items in the committee's Consent Calendar. The University of Utah's Brain Institute has determined the University's Center for Peptide Neuropharmacology to be one of their focus areas for research. It is a very important undertaking for the University. The Institute for Combustion and Energy Studies is another appropriate development. This is headed by Senior Vice President Dave Pershing. The committee discussed CEU's discontinuance of its Mining Department. Because of the economic and historical significance of mining in the Carbon County area, the committee expressed some concern. Vice President Brad King explained that the training had been transferred to UCAT, which is a better fit. The University of Utah continues to offer a mining degree, but most of the CEU students interested in this area are pursuing a degree in engineering rather than in mining. Also on the Consent Calendar were two items for Salt Lake Community College - a Miller Business Innovation Center, which will incubate small start-up businesses, and the restructuring of the Electronics and Computer

Technology Department into two separate departments: Electronics Technology and Telecommunications. Chair Jardine moved approval of the committee's Consent Calendar. The motion was seconded by Regent Beesley and carried.

Information Calendar (Tab F). Chair Jardine said the items on the Information Calendar were self-explanatory.

Transferability of Credit among Higher Education Institutions: Legislative HB 320 Update (Tab G). Chair Jardine said the committee had discussed this issue at length. HB320 was a bill passed in the 2004 Session encouraging the System to look at issues of transferability. Since there were 40 co-sponsors of this particular bill, the committee thought there may be a disconnect between our perception and the public's and/or legislators' perceptions. Majors meetings are scheduled for later this month in which the heads of Academic Majors programs will dialogue about these issues. Chair Jardine said a full report would be presented to the Board in the future. He pointed out that this could be a very expensive process and the timetable needs to be realistic. Although we think we are making good progress on this issue, legislators continue to receive calls from students with transfer problems. Associate Commissioner Winn said no matter how perfect the system is, it is still the students' responsibility to get the correct information and take the right classes. Chair Jardine noted there were 568,000 course options in the System. Chair Karras suggested legislative outreach on this issue. Regent Beesley said the committee had discussed the significant cost of renumbering even one course.

Resolution on Higher Education Remedial Classes: A Preliminary Report (Tab H). Chair Jardine said a bill had been passed by the Legislature regarding remedial education, which was also one of the Governor's challenges to higher education. The report behind Tab H is an overview and is for information only. Regent Beesley pointed out the work of the Pew Charitable Trust. Chair Jardine said the committee had asked the staff and Graduate Deans at the University of Utah and Utah State University to develop a report on graduate education in the System – its purposes, how it relates to teaching in the research universities, how it is funded, etc.

Next, the committee asked the staff to develop a proposed resolution for the Regents to consider endorsing the proposed constitutional amendment for equity investment.

Finally, the committee proposed that Chair Jardine be authorized to appoint a subcommittee to work with the Technology Transfer Offices of the two research universities and BYU, private industries and venture capital firms to see if we are engaged in best practices and how we can aid in technology transfer. Some of the institutional trustees have extensive expertise in this area and could also work with the subcommittee. Chair Jardine moved that the Board authorize him to appoint a Technology Transfer Subcommittee. Chair Karras pointed out that Regents Barrett, Pitcher, Jensen, Johnson and Mantes had already been appointed to serve on a Research and Development Committee. Chair Jardine amended his motion to move that Chair Karras appoint a committee in consultation with Regent Jardine. Chair Karras applauded the efforts and said that this was the way we should move forward. Chair Jardine withdrew his motion.

Vice Chair Mantes thanked Chair Jardine for his report. Chair Jardine was then excused to return to Salt Lake City.

Finance, Facilities and Accountability Committee

USHE – Proposed 2004-2005 Fee Increases (Tab I). Chair Pitcher pointed out the Replacement Tab I in the Regents' folders. The reasons for fee increases vary according to the needs of the institution. The average increase is approximately 5 percent. General fees are an average of 17 percent of tuition. Chair Pitcher moved approval of the proposed fee increases. The motion was seconded by Regent Grant and carried.

USHE – Capital Improvement Priorities for 2004-2005 (Tab J). Chair Pitcher said the Legislature had appropriated \$43 million for capital improvements, of which approximately \$26 million will be appropriated to the Utah

System of Higher Education. Chair Pitcher moved approval of the capital improvement priorities for 2004-2005. The motion was seconded by Regent Atkin and carried.

USHE – Report and Potential Actions on Early Retirement Incentives (Tab K). Chair Pitcher said additional information had been collected since the January Board meeting, and additional discussion has taken place among the USHE Presidents. Institutions are being asked for more consistency among their retirement programs. They will be providing cost and performance data annually and that information will be shared with the Legislative Fiscal Analyst.

Chair Karras said he was disturbed by the data. Assistant Commissioner Mortensen said these numbers are for one year only in a year in which there were budget cuts and the institutions were trying to minimize their payrolls. We do not know if this is a trend or an annual pattern. Regent Atkin said it was his understanding that this is being used as a management tool by the institutions. President Thomas said for CEU both of their early retirees were urged to retire, and it was in response to a budget cut. President Benson said at Snow College, the employees were highly paid administrative personnel who were given incentives to retire to effect budget cuts. Chair Karras said he felt better knowing that this is an management tool for one year. However, he hoped that it was not an ongoing practice.

Dr. Pershing pointed out that higher education does not have a mandatory retirement age. Normally this program applies to employees between the ages of 60 and 65. President Millner said early retirement was a bridge to Social Security. Regent Jordan said this was problematic because the Regents told the Presidents to cut their budgets and in a personnel-heavy budget, this is how they cut budgets. He suggested that this be retained as a management tool. Regent Sweeten pointed out that institutions have also laid off staff and made other budget cuts.

Chair Pitcher moved approval of the seven action items listed on page 2 of the Commissioner's cover letter. The motion was seconded by Regent Maher. The motion carried.

Southern Utah University – Campus Master Plan (Tab L). Stating that there were only modest modifications to SUU's Campus Master Plan, Chair Pitcher moved its approval. The motion was seconded by Regent Atkin and carried.

Southern Utah University – Purchase of Property Near Campus (Tab M). Chair Pitcher said the University was proposing to buy two pieces of adjoining residential property on 200 North near the SUU campus. The properties will be purchased at their appraised values (\$260,000 and \$97,000, respectively) with discretionary funds and proceeds from the sale of other property. Chair Pitcher moved approval of the purchase. The motion was seconded by Regent Atkin and carried.

Dixie State College – Campus Master Plan (Tab N). Chair Pitcher said Vice President Stan Plewe had made an excellent presentation to the committee. Chair Pitcher moved approval of Dixie's Campus Master Plan. The motion was seconded by Regent Grant and carried.

Consent Calendar (Tab O). On motion by Chair Pitcher and second by Regent Maher, the following items were approved on the committee's Consent Calendar:

- A. UofU and USU – Capital Facilities Delegation Reports
- B. UofU – Sale of Donated Property
- C. UCAT – Approved Tuition Rate Exception for SWATC

USHE – Update on Policy R513, *Tuition Waivers and Reductions* (Tab P). Chair Pitcher reported that the staff had been asked to review institutional procedures used to award tuition waivers. The report found a wide variety among the institutions. Chair Pitcher referred to the USHE 2004-2005 Data Book and said Tab F, pages 22-23, showed more than \$31 million in tuition waivers. Assistant Commissioner Mortensen will ascertain how many actual students receive this benefit. The committee will continue to discuss this issue when more data has been obtained. The committee will also hear the results of a special study done at UVSC.

Proposed Review of Delegation of Responsibilities to Trustees and Presidents (Tab Q). Associate Commissioner Spencer recalled that Policy R220, *Delegation of Responsibilities to the President and Board of Trustees*, had been on the agenda for the January Board meeting. A change would have been proposed to the policy to close a loophole for areas which are not covered. However, the Commissioner determined that it would be better to review and fine-tune the policy and make all necessary changes at one time. The Regents will receive the document on May 3 for discussion in the June 3-4 Board meeting.

Utah Valley State College – Baseball Stadium Use Agreement (Tab R). Chair Pitcher commended President Sederburg and Vice President Val Peterson for the excellent document. There will not be any alcoholic beverages sold for these baseball games, but there may be Sunday games.

Health and Dental Benefits. Chair Pitcher reported a lengthy discussion in committee about premium increases, employee cost sharing, etc. The committee will continue to discuss this issue. Chair Pitcher noted that there was still a long way to go.

Audit Committee Meetings. Chair Pitcher reported that the Regents' Audit Committee had met on March 11 with the SUU Audit Committee and would be meeting with the Dixie Audit Committee after the luncheon meeting. He reported that CEU, Snow College and USU are the only institutions yet to meet with the Audit Committee.

Final Action on 2004-2005 Tuition

Associate Commissioner Spencer said Commissioner Kendell had planned to summarize the information in Tab S. In his absence, Dr. Spencer reported that legislative intent language had lowered first-tier tuition at USHE institutions to 3 percent, which must be approved by the Board of Regents. Additional intent language setting ceilings on the second-tier tuition will require Board approval. Pages 2 and 3 of the Commissioner's cover letter explained how the tuition would be used at each institution. The four universities also have differential graduate increases which require Board approval. Attachment to Tab S (in the Regents' folders) summarized the tuition proposals. The average tuition increase is 9.3 percent for resident students. Attachment 2 explained the differential tuition increases for graduate programs. Attachment 3 showed historical increases for the past 10 years.

Associate Commissioner Buhler noted that the Legislature had funded financial aid with some one-time funds approximately equal to the one-half percent set-aside. Some of this funding went for New Century Scholarships. Regent Grant moved that the first-tier tuition be increased across the board by only 3 percent, rather than the 4½ percent previously approved by the Board. The motion was seconded by Regent Atkin and carried.

Vice Chair Mantes polled the Presidents regarding the amount of increase for their second-tier tuition.

Dixie 4.5 percent for freshmen and sophomores, 5 percent for upper division. The money will be used for O&M costs, fuel and power, and salary increases for adjunct faculty.

CEU	4 percent, to be used for conversion to Banner software
SLCC	5 percent, to be used for faculty and staff compensation
UVSC	11.5 percent lower division, to be used for O&M costs, 8.4 percent upper division, to be used for Banner conversion, compensation/health insurance, and other overall purposes as specified by the college's Truth in Tuition hearings.
UofU	7 percent for undergraduates, 12 percent for graduates. Vice President Pershing commented that the Legislature had recommended that the University's graduation tuition be increased to become more consistent with other institutions in the West. Revenue from second-tier tuition will be used for fuel and power costs, enrollment growth, graduate programs, and library acquisitions. Dr. Pershing explained that this would not be a new differential but would increase the difference in the MBA and Business Master's programs. This increase would bring the University of Utah up to 80 percent of the law differential and would still be below the median of Western states. The University needs to keep the Business School solvent.
Snow	6 percent for resident students, to be used to hire new faculty to teach bottlenecked general education courses and nursing classes. This revenue will pay for 2-3 new positions.
WSU	7 percent, to be used for high-demand courses, student support needs (financial aid, counseling, etc.), and compensation for faculty and staff
SUU	8 percent, to be used for mandated costs (fuel and power), financial aid, faculty and staff compensation, including health benefits.
USU	7 percent for returning undergraduate and graduate students and 9 percent for incoming freshmen and graduate students, to be used to fund library enhancements. President Hall said in two years, all students will be paying the same tuition.

Chair Karras suggested that it may be advantageous for the institutions to have their Truth in Tuition hearings after the Legislative Session in the future. Regent Edwards commended the student body presidents for their support of these increases. He shared the concerns expressed earlier by Chair Karras of continued double-digit tuition increases. Some of our students are being priced out of a college education.

President Sederburg pointed out that half of the tuition increase would be underwritten by the federal government because the students are receiving Pell Grants, which will be increased commensurate with these tuition increases.

Regent Atkin moved approval of the proposed increases in second-tier tuition. The motion was seconded by Regent Pitcher and Regent Grant. The motion carried.

Report of the Chair

Chair Karras expressed his appreciation for Vice Chair Mantes and Commissioner Kendell and expressed his sympathy to the Commissioner and his family. He told the Regents that much work is being done "behind the scenes" on UCAT issues. Chair Karras, Vice Chair Mantes, and Commissioner Kendell met the previous day with the UCAT and SLCC Presidents and their Board Chairs. Work will continue on this important issue.

Chair Karras said he was excited about the focus groups which had met the preceding day and felt the discussion was needed. We are struggling with financial issues in the state. Chair Karras said he had asked Commissioner Kendell to develop a five-year projection of growth rates and needs which will be taken to the various groups so that people can see the larger picture. We are anticipating 30,000 new students in the next decade and 45,000 in the next 15 years. Chair Karras invited the institutions to think strategically and the Regents to focus on the larger issues of where higher education in Utah is heading. Utah's taxpayers want to receive value for their investment, and we need to prove our efficiency and productivity.

Report of the Commissioner

Vice Chair Mantes called attention to the Commissioner's Report of Notable Achievements in the folders. This report highlights the accomplishments of our campuses.

Commencement schedules had been put in the Regents' folders. Vice Chair Mantes asked the Regents to let Secretary Cottrell know as soon as possible which institutions they would be visiting for commencement exercises. He urged each of the Regents to attend one or two graduations, if possible.

General Consent Calendar

On motion by Regent Jordan and second by Regent Atkin, the following items were approved on the Board's General Consent Calendar (Tab T):

1. Minutes – Minutes of the Regular Board of Regents Meeting held January 16, 2004 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 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 – US DOD Missile Defense Agency; “RAMOS Rosobronexport 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 – US DOD 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 - Phase 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; “Dream catching: 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 US DOE (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

- E. Proposed Revision to Policy R853, Transition and Retirement Provisions for Chief Executive Officers. 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.

Adjournment

President Sederburg expressed his appreciation to Commissioner Kendell and Associate Commissioner Buhler for their hard work at the Capitol during the recent Legislative Session.

The meeting was adjourned at 12:10 p.m., after which the Regents met for lunch with President Huddleston and the Dixie State College Board of Trustees.

Joyce Cottrell CPS
Executive Secretary

Date Approved