

AGENDA

MEETING OF THE UTAH STATE BOARD OF REGENTS

March 10, 2006

**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**

UTAH STATE BOARD OF REGENTS
BOARD OF REGENTS OFFICES, SALT LAKE CITY, UTAH
MARCH 10, 2006

Agenda

8:30 a.m. -
9:30 a.m.

COMMITTEE OF THE WHOLE
Conference Center

1. Welcome and Agenda Overview
2. Administration of Oath of Office to Regent Greg W. Haws
3. Review of 2006 Legislative Session Tab A
 - Budget
 - Capital Facilities
 - Legislation Affecting Higher Education

9:30 a.m. -

MEETINGS OF BOARD COMMITTEES

11:00 a.m.

Programs Committee
Regent James S. Jardine, Chair
Conference Room

ACTION:

1. Utah State University – Bachelor of Arts/Bachelor of Science Degrees in Religious Studies Tab B
2. Weber State University – Bachelor of Arts/Bachelor of Science Degrees in Philosophy Tab C
3. Utah Valley State College – Bachelor of Science Degree in Information Systems Tab D
4. Salt Lake Community College – Revised Mission Statement Tab E
5. USHE – Policy R468, *Regents' Educational and Academic Challenge Honor (REACH)* Tab F

CONSENT:

6. Consent Calendar, Programs Committee Tab G
 - A. University of Utah
 - i. Utah Criminal Justice Center
 - ii. Graduate Certificate in Biomedical Informatics
 - iii. Center for Integrated Design and Construction
 - B. Utah College of Applied Technology – Fast-track Approval

INFORMATION:

7. Information Calendar, Programs Committee Tab H
 - A. University of Utah – Name Change from Medical Informatics to Biomedical Informatics
 - B. Utah State University – Name Change for Ph.D. Specializations, Doctorate in Sociology
 - C. Salt Lake Community College – Consolidation of the Logistics Management and Production Management Emphasis

Finance & Facilities Committee
Regent Jerry C. Atkin, Chair
Conference Center

ACTION:

- | | |
|--|-------|
| 1. USHE – Proposed Fee Increases for 2006-2007 | Tab I |
| 2. USHE – Proposed Revisions to Policy R513, <i>Tuition Waivers and Reductions</i> | Tab J |
| 3. University of Utah – Authorization for Increased Differential for MBA and Other Business Master's Degree Programs | Tab K |
| 4. University of Utah – Authorization for New Differential Tuition for Undergraduate Business Degree Programs | Tab L |
| 5. Utah State University – Land Sale to Utah Power for Substation | Tab M |
| 6. Salt Lake Community College – Purchase of Property Adjacent to South City Campus | Tab N |

CONSENT:

- | | |
|---|-------|
| 7. Consent Calendar, Finance Committee | Tab O |
| A. USHE – Money Management Reports | |
| B. USHE – Proposed Revisions to Policy R506, <i>Inventory of Budget-Related and Self-Supporting Courses</i> | |
| C. UofU and USU – Capital Facilities Delegation Reports | |

INFORMATION/DISCUSSION:

- | | |
|--|-------|
| 8. USHE – 2006-2007 Data Book | Tab P |
| 9. University of Utah – Briefing on Proposed University Hospital Expansion (Follow-up to Regents' Executive Committee Meeting February 7, 2006 – <u>Time Certain: 10:45 a.m.</u>) | Tab Q |
| 10. Utah Valley State College – Briefing on Proposed Lease-Purchase of Building for Culinary Arts Program | Tab R |

11:00 a.m. -
12:00 noon

COMMITTEE OF THE WHOLE
Conference Center

- | | |
|---|-------|
| Tuition Increases for 2006-2007 (1 st tier and 2 nd tier) | Tab S |
|---|-------|

12:00 noon -
1:30 p.m.

LUNCHEON MEETINGS

EXECUTIVE SESSION LUNCHEON – STATE BOARD OF REGENTS
4th Floor Executive Conference Room

Buffet in Library – 5th Floor
Chief Academic Officers – Small Board Room
Business Officers – EdNet Room
Others – Regents' Board Room

1:30 p.m. -
2:30 p.m.

COMMITTEE OF THE WHOLE AND REGULAR BUSINESS MEETING OF THE STATE BOARD OF REGENTS Conference Center

1. Reports of Board Committees
 - Programs Committee – Tabs B - H
 - Finance Committee – Tabs I - R
2. General Consent Calendar
3. Report of the Commissioner
4. Report of the Chair

Tab T

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

### **Please Note**

All meetings of the Board of Regents will be held in the newly remodeled rooms on the Lobby (P-3) level. The only access to our building is now at either P-3 or Lobby Level on 400 West.

The new conference rooms will provide more space for Board of Regents and other meetings.

The entry at P-3 and 400 West (Lobby Level) will provide a better degree of security for our building and, hopefully, will give our guests better direction and access to our programs and services (fewer lost people, we hope).

Funding for the remodeling comes from the UHEAA operating funds set aside for our building purchase. As explained at the time of purchase, we are saving considerable funds by owning, rather than renting, the building.

Richard E. Kendell  
Commissioner of Higher

Education

March 1, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Review of 2006 Legislative Session

The mailing date for the Regents' March agenda coincides with the conclusion of the legislative session, preventing staff from providing a full report with the mailed agenda. A general review of the session, including legislation affecting higher education, will be hand carried to the meeting.

Attached to this memo is the preliminary report on state appropriations compiled by staff following the close of the session. It includes a roll-up of all USHE funds, detail for the nine colleges and universities, UCAT and UEN. It also contains a summary of capital developments and a side-by-side comparison of the Regents' request, Governor's recommendation, and legislative appropriation. The report is still in draft form; a final version will be provided at the March 10 meeting.

The Legislature provided a 6.3% increase in state funds – half of which will go to compensation. After rising to 16.4% of the state funds share of the budget in FY 2006, Higher Education's share of the state budget for FY 2007 dropped to 14.6%, according to the Legislative Fiscal Analyst.

The Legislature funded five higher education capital development projects (three USHE and two UCAT), allocated \$2 million to begin design work on the Regents' top priority, and provided a means for USU to issue bonds for its engineering project. The Legislature denied a request for the Student Recreation Center at the University of Utah but did authorize five other non-state funded projects (three at the University of Utah and one each at Snow College and Dixie State College).

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Richard E. Kendell, Commissioner

REK:KW:jc  
Attachments

# Summary of Appropriations, 2006 General Session (Tax Funds Only)

## HIGHER EDUCATION TOTAL

(Includes 10 USHE Institutions, SBR Statewide Programs, SBR Administration, UEN, and MEC)

*Preliminary*  
*DRAFT March 1, 2006*

|                                                                  | <u>Appropriations</u> | <u>% Change<br/>from Base</u> |
|------------------------------------------------------------------|-----------------------|-------------------------------|
| <b>2005-06 Ongoing Operating Appropriations Base Budget</b>      | <b>\$683,221,200</b>  |                               |
| Supplemental Adjustments <sup>(1)</sup>                          | \$5,200,000           | 0.8%                          |
| <b>Revised 2005-06 Appropriation (Base plus Supplementals)</b>   | <b>\$688,421,200</b>  |                               |
| <b>2006-07 Ongoing Adjustments</b>                               |                       |                               |
| Budget Reductions <sup>(4)</sup>                                 | (\$4,000,000)         | -0.6%                         |
| Salary Increases (3.5% Ongoing)                                  | \$17,250,400          | 2.5%                          |
| 6.4% Health Increases                                            | 3,775,900             | 0.6%                          |
| 6% State Retirement Increases                                    | 952,900               | 0.1%                          |
| Program Increases <sup>(2)</sup>                                 | 16,047,900            | 2.3%                          |
| Subtotal - Ongoing Adjustments                                   | \$34,027,100          | 5.0%                          |
| <b>2006-07 One-time Adjustments</b>                              |                       |                               |
| Program Increases <sup>(3)</sup>                                 | 5,048,800             | 0.7%                          |
| Subtotal - One-time Adjustments                                  | \$5,048,800           | 0.7%                          |
| <b>Total 2006-07 Adjustments</b>                                 | <b>\$39,075,900</b>   | <b>5.7%</b>                   |
| <b>2006-2007 Appropriation (Base plus 2006-2007 Adjustments)</b> | <b>\$722,297,100</b>  |                               |

**(1) 2005-06 Supplemental Adjustments**

|                         |             |
|-------------------------|-------------|
| Fuel and Power          | \$5,000,000 |
| New Century Scholarship | \$200,000   |

|                                        |                    |
|----------------------------------------|--------------------|
| Total 2005-06 Supplemental Adjustments | <u>\$5,200,000</u> |
|----------------------------------------|--------------------|

**(2) Program Increases - Ongoing**

|                                           |             |
|-------------------------------------------|-------------|
| 2006-07 Internal Service Rate Adjustments | (\$101,800) |
| Fuel and Power                            | 5,000,000   |
| O&M                                       | 3,800,500   |
| Engineering Initiative                    | 500,000     |
| Nursing Initiative                        | 250,000     |
| Student Aid - Federal Match               | 210,300     |
| New Century Scholarship                   | 289,700     |
| UU Range Creek                            | 50,000      |
| IT Licensing and Security                 | 900,000     |
| UCAT Enrollment Growth                    | 1,750,000   |
| UCAT Utilities                            | \$76,000    |
| UCAT Student Information System           | \$330,000   |
| UCAT Central Administration               | \$150,000   |
| UCAT Leases                               | \$150,000   |
| UCAT O&M                                  | \$393,200   |
| Network Infrastructure/Course Management  | 1,300,000   |
| Prison Recidivism                         | 1,000,000   |

|                                   |                     |
|-----------------------------------|---------------------|
| Total Program Increases - Ongoing | <u>\$16,047,900</u> |
|-----------------------------------|---------------------|

**(3) Program Increases - One-Time**

|                                 |             |
|---------------------------------|-------------|
| Engineering Initiative          | \$700,000   |
| Nursing Initiative              | \$500,000   |
| UCOPE                           | \$2,250,000 |
| UU Range Creek                  | \$30,000    |
| USU Mud Slide Project           | \$200,000   |
| USHE O&M One-Time Cut           | (3,225,000) |
| IT Hardware/Software            | 500,000     |
| USU / Tooele                    | 900,000     |
| SUU - Iron County Buyout        | 587,000     |
| Jobs Now                        | 500,000     |
| UCAT O&M One-Time Cut           | (\$393,200) |
| IP Video                        | \$1,000,000 |
| Phase IV Infrastructure Upgrade | \$1,500,000 |

|                                    |                    |
|------------------------------------|--------------------|
| Total Program Increases - One-time | <u>\$5,048,800</u> |
|------------------------------------|--------------------|

**(4) Budget Reductions**

|                  |               |
|------------------|---------------|
| USTAR Initiative | (\$4,000,000) |
|------------------|---------------|

## Summary of Appropriations, 2006 General Session (Tax Funds Only)

## Utah System of Higher Education

(Includes 9 Two- &amp; Four-year Institutions, SBR Statewide Programs, and SBR Administration)

*Preliminary*  
*DRAFT March 1, 2006*

|                                                                  | <u>Appropriations</u> | <u>% Change<br/>from Base</u> |
|------------------------------------------------------------------|-----------------------|-------------------------------|
| 2005-06 Ongoing Operating Appropriations Base Budget             | \$622,803,300         |                               |
| Supplemental Adjustments <sup>(1)</sup>                          | \$5,200,000           | 0.8%                          |
| <b>Revised 2005-06 Appropriation (Base plus Supplementals)</b>   | <b>\$628,003,300</b>  |                               |
| 2006-07 Ongoing Adjustments                                      |                       |                               |
| Budget Reductions <sup>(4)</sup>                                 | (\$4,000,000)         | -0.6%                         |
| Salary Increases (3.5% Ongoing)                                  | \$15,937,600          | 2.6%                          |
| 6.4% Health Increases                                            | 3,414,400             | 0.5%                          |
| 6% State Retirement Increases                                    | 760,300               | 0.1%                          |
| Program Increases <sup>(2)</sup>                                 | 11,885,000            | 1.9%                          |
| Subtotal - Ongoing Adjustments                                   | \$27,997,300          | 4.5%                          |
| 2006-07 One-time Adjustments                                     |                       |                               |
| Program Increases <sup>(3)</sup>                                 | 2,942,000             | 0.5%                          |
| Subtotal - One-time Adjustments                                  | \$2,942,000           | 0.5%                          |
| <b>Total 2006-07 Adjustments</b>                                 | <b>\$30,939,300</b>   | <b>5.0%</b>                   |
| <b>2006-2007 Appropriation (Base plus 2006-2007 Adjustments)</b> | <b>\$653,742,600</b>  |                               |

(1) 2005-06 Supplemental Adjustments

|                          |             |
|--------------------------|-------------|
| Fuel and Power           | \$5,000,000 |
| New Century Scholarships | \$200,000   |

|                                        |                    |
|----------------------------------------|--------------------|
| Total 2005-06 Supplemental Adjustments | <u>\$5,200,000</u> |
|----------------------------------------|--------------------|

(2) Program Increases - Ongoing

|                                           |             |
|-------------------------------------------|-------------|
| 2006-07 Internal Service Rate Adjustments | (\$115,500) |
| Fuel and Power                            | 5,000,000   |
| O&M                                       | 3,800,500   |
| Engineering Initiative                    | 500,000     |
| Nursing Initiative                        | 250,000     |
| Student Aid - Federal Match               | 210,300     |
| New Century Scholarship                   | 289,700     |
| UU Range Creek                            | 50,000      |
| IT Licensing and Security                 | 900,000     |
| Prison Recidivism                         | 1,000,000   |

|                                   |                     |
|-----------------------------------|---------------------|
| Total Program Increases - Ongoing | <u>\$11,885,000</u> |
|-----------------------------------|---------------------|

(3) Program Increases - One-Time

|                          |             |
|--------------------------|-------------|
| Engineering Initiative   | \$700,000   |
| Nursing Initiative       | \$500,000   |
| UCOPE                    | \$2,250,000 |
| UU Range Creek           | \$30,000    |
| USU Mud Slide Project    | \$200,000   |
| O&M One-Time Cut         | (3,225,000) |
| IT Hardware/Software     | 500,000     |
| USU / Tooele             | 900,000     |
| SUU - Iron County Buyout | 587,000     |
| Jobs Now                 | 500,000     |

|                                    |                    |
|------------------------------------|--------------------|
| Total Program Increases - One-time | <u>\$2,942,000</u> |
|------------------------------------|--------------------|

(4) Budget Reductions

|                  |             |
|------------------|-------------|
| USTAR Initiative | (4,000,000) |
|------------------|-------------|

## Summary of Appropriations, 2006 General Session (Tax Funds Only)

## Utah College of Applied Technology

(Includes All UCAT Campuses, Custom Fit, UCAT Equipment and UCAT Administration)

*Preliminary*  
*DRAFT March 1, 2006*

|                                                                  | <u>Appropriations</u>      | <u>% Change<br/>from Base</u> |
|------------------------------------------------------------------|----------------------------|-------------------------------|
| 2005-06 Ongoing Operating Appropriations Base Budget             | \$44,192,400               |                               |
| Supplemental Adjustments <sup>(1)</sup>                          | \$0                        | 0.0%                          |
| <b>Revised 2005-06 Appropriation (Base plus Supplementals)</b>   | <b>\$44,192,400</b>        |                               |
| 2006-07 Ongoing Adjustments                                      |                            |                               |
| Salary Increases (3.5% Ongoing)                                  | \$1,066,900                | 2.4%                          |
| 6.4% Health Increases                                            | 327,300                    | 0.7%                          |
| 6% State Retirement Increases                                    | 143,700                    | 0.3%                          |
| Program Increases <sup>(2)</sup>                                 | <u>2,859,400</u>           | <u>6.5%</u>                   |
| Subtotal - Ongoing Adjustments                                   | \$4,397,300                | 10.0%                         |
| 2006-07 One-time Adjustments                                     |                            |                               |
| Program Increases <sup>(3)</sup>                                 | <u>(393,200)</u>           | <u>-0.9%</u>                  |
| Subtotal - One-time Adjustments                                  | (\$393,200)                | -0.9%                         |
| <b>Total 2006-07 Adjustments</b>                                 | <b>\$4,004,100</b>         | <b>9.1%</b>                   |
| <b>2006-2007 Appropriation (Base plus 2006-2007 Adjustments)</b> | <b><u>\$48,196,500</u></b> |                               |

(1) 2005-06 Supplemental Adjustments(3) Program Increases - One-Time

O&amp;M 1time Cut

(\$393,200)

Total 2005-06 Supplemental Adjustments

\$0

Total Program Increases - One-time

(\$393,200)(2) Program Increases - Ongoing

2006-07 Internal Service Rate Adjustments

\$10,200

UCAT Enrollment Growth

1,750,000

UCAT Utilities

\$76,000

UCAT Student Information System

\$330,000

UCAT Central Administration

\$150,000

UCAT Leases

\$150,000

UCAT O&amp;M

\$393,200

Total Program Increases - Ongoing

\$2,859,400

# Summary of Appropriations, 2006 General Session (Tax Funds Only)

## Utah Education Network and Medical Education Council

*Preliminary  
DRAFT March 1, 2006*

|                                                                  | <u>Appropriations</u>      | <u>% Change<br/>from Base</u> |
|------------------------------------------------------------------|----------------------------|-------------------------------|
| 2005-06 Ongoing Operating Appropriations Base Budget             | \$16,225,500               |                               |
| Supplemental Adjustments <sup>(1)</sup>                          | \$0                        | 0.0%                          |
| <b>Revised 2005-06 Appropriation (Base plus Supplementals)</b>   | <b>\$16,225,500</b>        |                               |
| 2006-07 Ongoing Adjustments                                      |                            |                               |
| Salary Increases (3.5% Ongoing)                                  | \$245,900                  | 1.5%                          |
| 6.4% Health Increases                                            | 34,200                     | 0.2%                          |
| 6% State Retirement Increases                                    | 48,900                     | 0.3%                          |
| Program Increases <sup>(2)</sup>                                 | <u>1,303,500</u>           | 8.0%                          |
| Subtotal - Ongoing Adjustments                                   | \$1,632,500                | 10.1%                         |
| 2006-07 One-time Adjustments                                     |                            |                               |
| Program Increases <sup>(3)</sup>                                 | <u>2,500,000</u>           | 15.4%                         |
| Subtotal - One-time Adjustments                                  | \$2,500,000                | 15.4%                         |
| <b>Total 2006-07 Adjustments</b>                                 | <b>\$4,132,500</b>         | <b>25.5%</b>                  |
| <b>2006-2007 Appropriation (Base plus 2006-2007 Adjustments)</b> | <b><u>\$20,358,000</u></b> |                               |

(1) 2005-06 Supplemental Adjustments(3) Program Increases - One-Time

IP Video \$1,000,000  
Phase IV Infrastructure Upgrade \$1,500,000

Total 2005-06 Supplemental Adjustments \$0

Total Program Increases - One-time \$2,500,000

(2) Program Increases - Ongoing

2006-2007 Internal Service Rate Adjustments \$3,500  
Network Infrastructure/Course Management 1,300,000

Total Program Increases - Ongoing \$1,303,500

## Legislative Action on Capital Development for 2006-07

DRAFT

## STATE-FUNDED CAPITAL IMPROVEMENTS

\$62,921,300

Capital Improvement funds are appropriated to the Division of Facilities Construction and Management, which allocates funds to projects of up to \$1.5 million. USHE typically receives 50 to 60 percent of these funds.

## STATE-FUNDED PROJECTS

| Regents Rank                                      | Project                                                                   | Phase            | State Funds Request | Legislative Action |             |              | Future State O&M <sup>(1)</sup> |
|---------------------------------------------------|---------------------------------------------------------------------------|------------------|---------------------|--------------------|-------------|--------------|---------------------------------|
|                                                   |                                                                           |                  |                     | Cash               | GO Bond     | Cumulative   |                                 |
| #1                                                | WSU Classroom Bldg./Chiller Plant                                         | Design/Construct | \$24,650,000        | \$2,000,000        |             | \$2,000,000  | \$349,900                       |
| #1                                                | USU Agriculture functions relocation to expand Innovation Campus          | Land Purchase    | \$5,000,000         | \$5,000,000        |             | \$5,000,000  | \$0                             |
| #2                                                | USU Agriculture/ Classroom Replacement Building                           | Design/Construct | \$69,542,000        |                    |             | \$0          | \$1,400,000                     |
| #3                                                | UVSC Digital Learning Center                                              | Design/Construct | \$48,000,000        | \$46,750,000       |             | \$46,750,000 | \$955,700                       |
| #4                                                | SLCC Digital Design & Comm. Center/ South City Campus Student Life Center | Design/Construct | \$30,524,000        |                    |             | \$0          | \$980,300                       |
| #5                                                | DSC Science Building Addition                                             | Design/Construct | \$8,743,000         |                    |             | \$0          | \$175,700                       |
| #6                                                | CEU Fine Arts Replacement                                                 | Design/Construct | \$16,254,000        |                    |             | \$0          | \$173,200                       |
| #7                                                | SUU Science Center Addition                                               | Design/Construct | \$18,893,000        |                    |             | \$0          | \$391,900                       |
| #8                                                | Snow College-County Library and Classroom Building                        | Design/Construct | \$18,531,000        |                    |             | \$0          | \$600,000                       |
| N/A                                               | USU Engineering Building (Redirection of fundraising requirement)         | Design/Construct | N/A                 |                    | \$6,100,000 | \$6,100,000  | \$425,000                       |
| N/A                                               | CEU Purchase of Energy Center                                             | Purchase         | \$1,100,000         | \$1,100,000        |             |              |                                 |
| UCAT #2                                           | Uintah Basin ATC Vernal Campus                                            | Design/Construct | \$10,000,000        | \$9,942,000        |             | \$9,942,000  | \$397,365                       |
|                                                   | Mountainland ATC Land Purchase                                            | Purchase         | \$2,000,000         | \$3,250,000        |             | \$3,250,000  | \$0                             |
| TOTAL LEGISLATIVE ACTION -- STATE-FUNDED PROJECTS |                                                                           |                  |                     | \$68,042,000       | \$6,100,000 | \$73,042,000 |                                 |

## OTHER FUNDS PROJECTS (SB 236)

| Project                                                                 | Funding Source                  | Estimated Amount | Legislative Action |                                   |
|-------------------------------------------------------------------------|---------------------------------|------------------|--------------------|-----------------------------------|
|                                                                         |                                 |                  | Project Approval   | State O&M Approved <sup>(1)</sup> |
| University of Utah College of Pharmacy Expansion of Scope               | Donations                       | \$67,823,000     | Yes                | Yes                               |
| University of Utah Red Butte Amphitheater and Rose Garden               | Donations                       | \$2,388,000      | Yes                | None                              |
| University of Utah David Eccles School of Business Remodel and Addition | Donations                       | \$30,787,000     | Yes                | Yes                               |
| University of Utah Student Recreation Center                            | Student Fees                    | \$35,000,000     | No                 | None                              |
| Snow College Traditional Building Skills Institution Building           | Donations/Inst. Non State Funds | \$3,500,000      | Yes                | Yes                               |
| Dixie State College Student Housing - Abbey Apartment Purchase          | Auxiliary Revenue               | \$1,275,000      | Yes                | None                              |
| TOTAL LEGISLATIVE ACTION -- OTHER FUNDS PROJECTS                        |                                 | \$140,773,000    |                    |                                   |

## 2006-07 Operating Budget Comparisons (Tax Funds Only)

Board of Regents Request, Governor Huntsman and Final State Legislature Appropriation Comparison

|                                                                          | Board of Regents   | Governor Huntsman  |                      | Final Appropriation |                     |                             |
|--------------------------------------------------------------------------|--------------------|--------------------|----------------------|---------------------|---------------------|-----------------------------|
|                                                                          | Amount             | Amount             | Above/(Below) SBR    | Legislative Amount  | Above/(Below) SBR   | Above/(Below) Gov. Huntsman |
| <b>Utah System of Higher Education Budget Priorities</b>                 |                    |                    |                      |                     |                     |                             |
| <b>Compensation</b>                                                      |                    |                    |                      |                     |                     |                             |
| Common Compensation Package                                              | \$20,112,300       | \$30,919,200       | N/A                  | \$20,112,300        | \$0                 | (\$10,806,900)              |
| Retention of Key Faculty & Staff                                         | 5,000,000          | 0                  | (5,000,000)          | 0                   | (5,000,000)         | 0                           |
| <b>Efficiency, Productivity and Infrastructure</b>                       |                    |                    |                      |                     |                     |                             |
| Utility Rate Increases                                                   | 5,024,100          | 3,712,100          | (1,312,000)          | 5,000,000           | (24,100)            | 1,287,900                   |
| O&M Requests for Legislatively Approved Projects                         | 3,518,000          | 3,803,000          | 285,000              | 2,747,100           | (770,900)           | (1,055,900)                 |
| IT Security and Licensing Costs                                          | 1,800,000          | 1,800,000          | 0                    | 900,000             | (900,000)           | (900,000)                   |
| Academic Library Consortium                                              | 500,000            | 500,000            | 0                    | 0                   | (500,000)           | (500,000)                   |
| ISF Rate Adjustments                                                     |                    | (115,600)          | (115,600)            | (115,500)           | (115,500)           | 100                         |
| <b>Student Success</b>                                                   |                    |                    |                      |                     |                     |                             |
| Financial Aid                                                            | 2,495,300          | 2,085,600          | (409,700)            | 500,000             | (1,995,300)         | (1,585,600)                 |
| Access, Advising, Graduation Rates, Retention                            | 10,000,000         | 0                  | (10,000,000)         | 0                   | (10,000,000)        | 0                           |
| <b>Mission Based Priorities / Funding Correction</b>                     | 7,500,000          | 0                  | (7,500,000)          | 0                   | (7,500,000)         | 0                           |
| <b>Workforce Development</b>                                             |                    |                    |                      |                     |                     |                             |
| Engineering Year 5 of 5                                                  | 1,500,000          | 0                  | (1,500,000)          | 500,000             | (1,000,000)         | 500,000                     |
| Nursing Year 3 of 3                                                      | 700,000            | 0                  | (700,000)            | 250,000             | (450,000)           | 250,000                     |
| Jobs Now Year 2                                                          | 1,000,000          | 0                  | (1,000,000)          | 0                   | (1,000,000)         | 0                           |
| <b>Economic Development Initiatives</b>                                  |                    |                    |                      |                     |                     |                             |
| Regional Partnerships and Institutional Initiatives                      | 5,000,000          | 1,000,000          | (4,000,000)          | 0                   | (5,000,000)         | (1,000,000)                 |
| <b>Legislative Priorities</b>                                            |                    |                    |                      |                     |                     |                             |
| Range Creek Museum                                                       |                    |                    |                      | 50,000              | 50,000              | 50,000                      |
| Prison Recidivism                                                        |                    |                    |                      | 1,000,000           | 1,000,000           | 1,000,000                   |
| UVSC O&M for Digital Library                                             |                    |                    |                      | 1,053,400           | 1,053,400           | 1,053,400                   |
| <b>Total Ongoing Increases</b>                                           | <b>64,149,700</b>  | <b>43,704,300</b>  | <b>(20,445,400)</b>  | <b>31,997,300</b>   | <b>(32,152,400)</b> | <b>(11,707,000)</b>         |
| <b>One-time Increases</b>                                                |                    |                    |                      |                     |                     |                             |
| Academic Equipment                                                       | \$2,000,000        | \$2,000,000        | \$0                  | 0                   | (2,000,000)         | (2,000,000)                 |
| Infrastructure Equipment                                                 | 1,000,000          | 1,000,000          | 0                    | 500,000             | (500,000)           | (500,000)                   |
| Engineering Initiative                                                   | 500,000            | 750,000            | 250,000              | 700,000             | 200,000             | (50,000)                    |
| Nursing Initiative                                                       | 500,000            | 750,000            | 250,000              | 500,000             | 0                   | (250,000)                   |
| Energy Retrofit                                                          | 500,000            | 500,000            | 0                    | 0                   | (500,000)           | (500,000)                   |
| Academic Library Consortium                                              | 500,000            | 500,000            | 0                    | 0                   | (500,000)           | (500,000)                   |
| Vehicle Replacement Funds for 15 Passenger Vans                          |                    | 400,000            | 400,000              | 0                   | 0                   | (400,000)                   |
| Engineering Loan Forgiveness Program                                     |                    | 250,000            | 250,000              | 0                   | 0                   | (250,000)                   |
| Mission Based Priorities                                                 |                    | 2,500,000          | 2,500,000            | 0                   | 0                   | (2,500,000)                 |
| UCOPE                                                                    |                    |                    |                      | 2,250,000           | 2,250,000           | 2,250,000                   |
| Range Creek Museum                                                       |                    |                    |                      | 30,000              | 30,000              | 30,000                      |
| Jobs Now                                                                 |                    |                    |                      | 500,000             | 500,000             | 500,000                     |
| USU - TWCEC Bond Payoff                                                  |                    |                    |                      | 900,000             | 900,000             | 900,000                     |
| USU - Mudslide Project                                                   |                    |                    |                      | 200,000             | 200,000             | 200,000                     |
| SUU - Iron County Buyout                                                 |                    |                    |                      | 587,000             | 587,000             | 587,000                     |
| O&M One-time Cut                                                         |                    |                    |                      | (3,225,000)         | (3,225,000)         | (3,225,000)                 |
| <b>Total One-time Increases</b>                                          | <b>\$5,000,000</b> | <b>\$8,650,000</b> | <b>\$3,650,000</b>   | <b>\$2,942,000</b>  | <b>(2,058,000)</b>  | <b>(5,708,000)</b>          |
| <b>Supplemental Increases</b>                                            |                    |                    |                      |                     |                     |                             |
| New Century Scholarship                                                  | \$200,000          | \$200,000          | \$0                  | 200,000             | 0                   | 0                           |
| Utility Rate Increases                                                   | \$5,024,100        | \$3,712,100        | (\$1,312,000)        | 5,000,000           | (24,100)            | 1,287,900                   |
| Vehicle Replacement Funds for 15 Passenger Vans                          | 400,000            | 0                  | (400,000)            | 0                   | (400,000)           | 0                           |
| <b>Total Supplemental Increases</b>                                      | <b>\$5,624,100</b> | <b>\$3,912,100</b> | <b>(\$1,712,000)</b> | <b>\$5,200,000</b>  | <b>(424,100)</b>    | <b>1,287,900</b>            |
| <b>2006 General Session Total Appropriation (Ongoing &amp; One-time)</b> | <b>74,773,800</b>  | <b>56,266,400</b>  | <b>(18,507,400)</b>  | <b>40,139,300</b>   | <b>(34,634,500)</b> | <b>(16,127,100)</b>         |

**2006-07 Operating Budget Comparisons (Tax Funds Only)**

UCAT Request, Governor Huntsman Recommendation, and Final State Legislature Appropriation Comparison

|                                                                          | UCAT                | Governor Huntsman  |                       | Final Appropriation |                       |                                |
|--------------------------------------------------------------------------|---------------------|--------------------|-----------------------|---------------------|-----------------------|--------------------------------|
|                                                                          | Amount              | Amount             | Above/(Below)<br>UCAT | Amount              | Above/(Below)<br>UCAT | Above/(Below)<br>Gov. Huntsman |
| <b>Utah System of Higher Education Budget Priorities</b>                 |                     |                    |                       |                     |                       |                                |
| <i>Compensation</i>                                                      |                     |                    |                       |                     |                       |                                |
| Common Compensation Package                                              | \$1,537,900         | \$2,169,100        | N/A                   | 1,537,900           | 0                     | (631,200)                      |
| Retention of Key Faculty & Staff                                         | 480,000             | 0                  | (480,000)             | 0                   | (480,000)             | 0                              |
| <i>Special Initiatives</i>                                               |                     |                    |                       |                     |                       |                                |
| Membership Hour Growth                                                   | \$2,638,900         | 1,959,900          | (679,000)             | 1,750,000           | (888,900)             | (209,900)                      |
| Administrative Office Support                                            | \$433,500           | 350,000            | (83,500)              | 150,000             | (283,500)             | (200,000)                      |
| UCAT Student Information System                                          | \$516,000           | 516,000            | 0                     | 330,000             | (186,000)             | (186,000)                      |
| Jobs Now Initiative                                                      | \$2,000,000         | 750,000            | (1,250,000)           | 0                   | (2,000,000)           | (750,000)                      |
| UCAT Custom Fit                                                          | \$725,000           | 250,000            | (475,000)             | 0                   | (725,000)             | (250,000)                      |
| UCAT Accreditation                                                       | \$75,000            | 75,000             | 0                     | 0                   | (75,000)              | (75,000)                       |
| <i>UCAT Campus Regional Economic Development Initiatives</i>             | \$2,310,500         | 1,000,000          | (1,310,500)           | 0                   | (2,310,500)           | (1,000,000)                    |
| <i>Infrastructure and Operational Budget Needs</i>                       |                     |                    |                       |                     |                       |                                |
| <i>Facility Leases</i>                                                   |                     |                    |                       |                     |                       |                                |
| Ogden Weber                                                              | 148,000             | 148,000            | 0                     | 150,000             | 2,000                 | 2,000                          |
| Southeast                                                                | 14,500              | 14,500             | 0                     | 0                   | (14,500)              | (14,500)                       |
| Southwest                                                                | 212,000             | 212,000            | 0                     | 0                   | (212,000)             | (212,000)                      |
| <i>Operations and Maintenance</i>                                        |                     |                    |                       |                     |                       |                                |
| Southeast - Blanding Building                                            | 11,400              | 11,400             | 0                     | 0                   | (11,400)              | (11,400)                       |
| Utility Rate Increases                                                   | 76,000              | 65,000             | (11,000)              | 76,000              | 0                     | 11,000                         |
| IT Licensing, Security and Equipment                                     | 150,000             | 150,000            | 0                     | 0                   | (150,000)             | (150,000)                      |
| Capital Training Equipment                                               | 1,000,000           |                    | (1,000,000)           | 0                   | (1,000,000)           | 0                              |
| ADA Instructional Program Costs                                          | 107,300             | 107,300            | 0                     | 0                   | (107,300)             | (107,300)                      |
| ISF Rate Increases                                                       |                     | 10,100             | 10,100                | 10,200              | 10,200                | 100                            |
| <i>Legislative Priorities</i>                                            |                     |                    |                       |                     |                       |                                |
| UBATC - Vernal Building O&M                                              |                     |                    |                       | 393,200             | 393,200               | 393,200                        |
| <b>Total Ongoing Increases</b>                                           | <b>\$12,436,000</b> | <b>\$7,788,300</b> | <b>(\$4,647,700)</b>  | <b>\$4,397,300</b>  | <b>(8,038,700)</b>    | <b>(3,391,000)</b>             |
| <b>One-time Increases</b>                                                |                     |                    |                       |                     |                       |                                |
| <i>UCAT Central Administration</i>                                       |                     |                    |                       |                     |                       |                                |
| UCAT Student Information System                                          | 172,000             | \$0                | (\$172,000)           | 0                   | (172,000)             | 0                              |
| Capital Training Equipment                                               | 1,000,000           | 1,000,000          | 0                     | 0                   | (1,000,000)           | (1,000,000)                    |
| Custom Fit                                                               | 1,000,000           | 1,000,000          | 0                     | 0                   | (1,000,000)           | (1,000,000)                    |
| <i>Campus One-time Requests</i>                                          |                     |                    |                       |                     |                       |                                |
| Salt Lake Tooele ATC                                                     | 1,199,200           |                    | (1,199,200)           |                     | (1,199,200)           | 0                              |
| Southeast ATC                                                            |                     | 61,000             | 61,000                | 0                   | 0                     | (61,000)                       |
|                                                                          |                     | 36,000             | 36,000                | 0                   | 0                     | (36,000)                       |
| <i>Legislative Priorities</i>                                            |                     |                    |                       |                     |                       |                                |
| UBATC - Vernal Building O&M One-Time Cut                                 |                     |                    |                       | (393,200)           | (393,200)             | (393,200)                      |
| <b>Total One-time Increases</b>                                          | <b>\$3,371,200</b>  | <b>\$2,097,000</b> | <b>(\$1,274,200)</b>  | <b>(\$393,200)</b>  | <b>(3,764,400)</b>    | <b>(2,490,200)</b>             |
| <b>Supplemental Increases</b>                                            |                     |                    |                       |                     |                       |                                |
| <i>Leases</i>                                                            |                     |                    |                       |                     |                       |                                |
| Ogden Weber                                                              | \$148,000           | \$0                | (\$148,000)           | 0                   | (148,000)             | 0                              |
| Southeast                                                                | 14,500              | 0                  | (14,500)              | 0                   | (14,500)              | 0                              |
| <i>Utility Rate Increases</i>                                            |                     |                    |                       |                     |                       |                                |
|                                                                          | 65,900              | 0                  | (65,900)              | 0                   | (65,900)              | 0                              |
| <b>Total Supplemental Increases</b>                                      | <b>\$228,400</b>    | <b>\$0</b>         | <b>(\$228,400)</b>    | <b>\$0</b>          | <b>(228,400)</b>      | <b>0</b>                       |
| <b>2006 General Session Total Appropriation (Ongoing &amp; One-time)</b> | <b>16,035,600</b>   | <b>9,885,300</b>   | <b>(6,150,300)</b>    | <b>4,004,100</b>    | <b>(12,031,500)</b>   | <b>(5,881,200)</b>             |

## 2006-07 Tax Fund Appropriations by Institution

| (a)                             | (b)                          |          | (c)                           |          | (d)                        |          | (e)                         |
|---------------------------------|------------------------------|----------|-------------------------------|----------|----------------------------|----------|-----------------------------|
| 2006-07 Adjusted<br>Base Budget | 2006-07<br>Ongoing Increases |          | 2006-07<br>One-time Increases |          | 2006-07<br>Total Increases |          | 2006-07<br>Operating Budget |
| Amount                          | Amount                       | % Change | Amount                        | % Change | Amount                     | % Change | Amount                      |

### 2 & 4 Year Institutions

|                                       |                      |                     |             |                    |             |                     |             |                      |
|---------------------------------------|----------------------|---------------------|-------------|--------------------|-------------|---------------------|-------------|----------------------|
| University of Utah                    | \$224,328,500        | \$8,447,500         | 3.8%        | (\$665,300)        | -0.3%       | \$7,782,200         | 3.5%        | \$232,110,700        |
| Utah State University                 | 136,576,500          | 4,376,300           | 3.2%        | 1,100,000          | 0.8%        | 5,476,300           | 4.0%        | 142,052,800          |
| Weber State University                | 60,237,900           | 2,483,100           | 4.1%        | 82,600             | 0.1%        | 2,565,700           | 4.3%        | 62,803,600           |
| Southern Utah University              | 28,127,600           | 1,425,700           | 5.1%        | 382,000            | 1.4%        | 1,807,700           | 6.4%        | 29,935,300           |
| Snow College                          | 18,061,700           | 591,400             | 3.3%        | 37,400             | 0.2%        | 628,800             | 3.5%        | 18,690,500           |
| Dixie State College                   | 18,140,300           | 734,800             | 4.1%        | (350,400)          | -1.9%       | 384,400             | 2.1%        | 18,524,700           |
| College of Eastern Utah               | 13,518,300           | 543,300             | 4.0%        | 37,500             | 0.3%        | 580,800             | 4.3%        | 14,099,100           |
| Utah Valley State College             | 48,090,100           | 2,874,900           | 6.0%        | (1,015,900)        | -2.1%       | 1,859,000           | 3.9%        | 49,949,100           |
| Salt Lake Community College           | 57,797,200           | 3,525,100           | 6.1%        | (615,900)          | -1.1%       | 2,909,200           | 5.0%        | 60,706,400           |
| SBR Statewide Programs <sup>(1)</sup> | 14,964,400           | 2,908,500           | 19.4%       | 3,950,000          | 26.4%       | 6,858,500           | 45.8%       | 21,822,900           |
| SBR Administration                    | 2,960,800            | 86,700              | 2.9%        | 0                  | 0.0%        | 86,700              | 2.9%        | 3,047,500            |
| <b>Subtotal - 2 &amp; 4 year</b>      | <b>\$622,803,300</b> | <b>\$27,997,300</b> | <b>4.5%</b> | <b>\$2,942,000</b> | <b>0.5%</b> | <b>\$30,939,300</b> | <b>5.0%</b> | <b>\$653,742,600</b> |

#### Notes:

(1) The large increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students for the Engineering Initiative, UCOPE, and Information Technology Funding

### UCAT

|                        |                     |                    |              |                    |              |                    |             |                     |
|------------------------|---------------------|--------------------|--------------|--------------------|--------------|--------------------|-------------|---------------------|
| Administration         | \$385,900           | \$644,900          | 167.1%       | \$0                | 0.0%         | \$644,900          | 167.1%      | \$1,030,800         |
| Custom Fit             | 3,108,100           | 0                  | 0.0%         | 0                  | 0.0%         | 0                  | 0.0%        | 3,108,100           |
| Equipment              | 837,400             | 0                  | 0.0%         | 0                  | 0.0%         | 0                  | 0.0%        | 837,400             |
| Bridgerland ATC        | 8,332,000           | 362,800            | 4.4%         | 0                  | 0.0%         | 362,800            | 4.4%        | 8,694,800           |
| Davis ATC              | 8,277,400           | 674,600            | 8.1%         | 0                  | 0.0%         | 674,600            | 8.1%        | 8,952,000           |
| Dixie ATC              | 1,318,600           | 248,300            | 18.8%        | 0                  | 0.0%         | 248,300            | 18.8%       | 1,566,900           |
| Mountainland ATC       | 3,626,400           | 691,200            | 19.1%        | 0                  | 0.0%         | 691,200            | 19.1%       | 4,317,600           |
| Ogden-Weber ATC        | 9,107,300           | 641,400            | 7.0%         | 0                  | 0.0%         | 641,400            | 7.0%        | 9,748,700           |
| Salt Lake-Tooele ATC   | 2,492,900           | 201,000            | 8.1%         | 0                  | 0.0%         | 201,000            | 8.1%        | 2,693,900           |
| Southeast ATC          | 944,500             | 129,200            | 13.7%        | 0                  | 0.0%         | 129,200            | 13.7%       | 1,073,700           |
| Southwest ATC          | 1,572,400           | 157,000            | 10.0%        | 0                  | 0.0%         | 157,000            | 10.0%       | 1,729,400           |
| Uintah Basin ATC       | 4,189,500           | 646,900            | 15.4%        | (393,200)          | -9.4%        | 253,700            | 6.1%        | 4,443,200           |
| <b>Subtotal - UCAT</b> | <b>\$44,192,400</b> | <b>\$4,397,300</b> | <b>10.0%</b> | <b>(\$393,200)</b> | <b>-0.9%</b> | <b>\$4,004,100</b> | <b>9.1%</b> | <b>\$48,196,500</b> |

### Other

|                         |                      |                     |              |                    |              |                     |              |                      |
|-------------------------|----------------------|---------------------|--------------|--------------------|--------------|---------------------|--------------|----------------------|
| UEN                     | \$15,886,700         | \$1,607,200         | 10.1%        | \$2,500,000        | 15.7%        | \$4,107,200         | 25.9%        | \$19,993,900         |
| MEC                     | 338,800              | 25,300              | 7.5%         | 0                  | 0.0%         | 25,300              | 7.5%         | 364,100              |
| <b>Subtotal - Other</b> | <b>\$16,225,500</b>  | <b>\$1,632,500</b>  | <b>10.1%</b> | <b>\$2,500,000</b> | <b>15.4%</b> | <b>\$4,132,500</b>  | <b>25.5%</b> | <b>\$20,358,000</b>  |
| <b>TOTAL</b>            | <b>\$683,221,200</b> | <b>\$34,027,100</b> | <b>5.0%</b>  | <b>\$5,048,800</b> | <b>0.7%</b>  | <b>\$39,075,900</b> | <b>5.7%</b>  | <b>\$722,297,100</b> |

One-time reductions reflect the new O&M funding methodology

## Comparison of New Appropriated Ongoing Operating Budgets

Recommendations and Appropriations for Recent Years <sup>(1)</sup>

|                                       | INCREASE FROM PREVIOUS YEAR |       |                 |       | USHE Share of<br>State Tax Funds <sup>(2)</sup> |
|---------------------------------------|-----------------------------|-------|-----------------|-------|-------------------------------------------------|
|                                       | TOTAL EXPENDITURES          |       | STATE TAX FUNDS |       |                                                 |
| <b>1994-95</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$58,508,600                | 11.6% | \$44,933,400    | 12.4% |                                                 |
| Gov. Leavitt's Recommendation         | \$43,044,400                | 8.5%  | \$31,285,300    | 8.6%  |                                                 |
| Final Appropriation                   | \$39,468,200                | 7.8%  | \$28,022,200    | 7.7%  | 17.1%                                           |
| <b>1995-96</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$57,289,100                | 10.5% | \$45,997,300    | 11.8% |                                                 |
| Gov. Leavitt's Recommendation         | \$40,147,000                | 7.4%  | \$29,179,100    | 7.5%  |                                                 |
| Final Appropriation                   | \$37,825,400                | 6.9%  | \$28,158,400    | 7.2%  | 16.3%                                           |
| <b>1996-97</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$51,333,200                | 8.8%  | \$51,031,600    | 12.2% |                                                 |
| Gov. Leavitt's Recommendation         | \$31,665,100                | 5.4%  | \$32,753,100    | 7.8%  |                                                 |
| Final Appropriation                   | \$26,100,900                | 4.5%  | \$26,234,200    | 6.3%  | 15.2%                                           |
| <b>1997-98</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$46,096,500                | 7.5%  | \$43,657,600    | 9.8%  |                                                 |
| Gov. Leavitt's Recommendation         | \$24,045,500                | 3.9%  | \$22,150,700    | 5.0%  |                                                 |
| Final Appropriation                   | \$19,662,700                | 3.2%  | \$19,338,000    | 4.3%  | 15.4%                                           |
| <b>1998-99</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$46,620,800                | 7.2%  | \$42,499,300    | 8.9%  |                                                 |
| Gov. Leavitt's Recommendation         | \$40,033,200                | 6.2%  | \$33,270,500    | 7.0%  |                                                 |
| Final Appropriation                   | \$29,851,700                | 4.6%  | \$23,063,600    | 4.8%  | 15.2%                                           |
| <b>1999-2000</b>                      |                             |       |                 |       |                                                 |
| Regents' Request                      | \$52,341,900                | 7.7%  | \$50,738,800    | 10.1% |                                                 |
| Gov. Leavitt's Recommendation         | \$23,558,400                | 3.5%  | \$19,574,400    | 3.9%  |                                                 |
| Final Appropriation                   | \$25,647,800                | 3.8%  | \$17,475,900    | 3.5%  | 15.3%                                           |
| <b>2000-01</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$71,598,700                | 10.3% | \$63,928,300    | 12.5% |                                                 |
| Gov. Leavitt's Recommendation         | \$43,397,400                | 6.2%  | \$37,148,100    | 7.3%  |                                                 |
| Final Appropriation                   | \$41,641,500                | 6.0%  | \$31,143,900    | 6.1%  | 14.8%                                           |
| <b>2001-02</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$102,242,100               | 13.9% | \$85,602,500    | 15.9% |                                                 |
| Gov. Leavitt's Recommendation         | \$81,090,200                | 11.0% | \$66,885,100    | 12.4% |                                                 |
| Final Appropriation                   | \$53,704,400                | 7.3%  | \$29,639,800    | 5.5%  | 15.7%                                           |
| <b>2002-03</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$65,138,600                | 8.2%  | \$42,178,300    | 7.2%  |                                                 |
| Gov. Leavitt's Recommendation         | \$12,843,200                | 1.6%  | (\$10,058,000)  | -1.7% |                                                 |
| Final Appropriation (General Session) | \$17,369,400                | 2.2%  | (\$18,267,000)  | -3.1% |                                                 |
| Revised Appropriation <sup>(3)</sup>  | \$11,711,000                | 1.5%  | (\$23,925,400)  | -4.1% | 16.0%                                           |
| <b>2003-04</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$93,706,900                | 11.4% | \$74,073,600    | 13.1% |                                                 |
| Gov. Leavitt's Recommendation         | \$38,025,300                | 4.6%  | \$18,464,500    | 3.3%  |                                                 |
| Final Appropriation                   | \$51,185,200                | 6.2%  | (\$677,800)     | -0.1% | 15.8%                                           |
| <b>2004-05</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$124,544,200               | 14.3% | \$89,568,000    | 15.8% |                                                 |
| Gov. Walker's Recommendation          | \$36,593,900                | 4.2%  | \$22,694,500    | 4.0%  |                                                 |
| Final Appropriation                   | \$69,202,000                | 7.9%  | \$14,565,200    | 2.6%  | 14.9%                                           |
| <b>2005-06</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$62,281,300                | 6.9%  | \$52,965,700    | 9.1%  |                                                 |
| Gov. Huntsman's Recommendation        | \$38,775,500                | 4.3%  | \$32,567,500    | 5.6%  |                                                 |
| Final Appropriation                   | \$51,117,200                | 5.7%  | \$41,801,600    | 7.2%  | 14.7%                                           |
| <b>2006-07</b>                        |                             |       |                 |       |                                                 |
| Regents' Request                      | \$80,440,700                | 8.9%  | \$69,149,700    | 11.1% |                                                 |
| Gov. Huntsman's Recommendation        | \$38,775,500                | 4.3%  | \$52,354,300    | 8.4%  |                                                 |
| Final Appropriation                   | \$42,184,500                | 4.7%  | \$34,939,300    | 5.6%  | 13.0%                                           |

(1) Includes ongoing requests, recommendations and appropriations for 9 USHE institutions and Board of Regents line items.

(2) This column includes both ongoing and one-time appropriations.

2006-07 Appropriations Detail (including 2005-06 Supplementals)

March 2, 2006

DRAFT  
3/2/06

Utah System of Higher  
Education Total

|                                                                                                                                         | USHE and<br>UEN/MEC<br>TOTAL | USHE TOTAL  | University of<br>Utah | Utah State<br>University | Weber State<br>University | Southern Utah<br>University | Snow College | Dixie State<br>College | College of<br>Eastern Utah | Utah Valley<br>State College | Salt Lake<br>Community<br>College | SBR/<br>Statewide<br>Programs | UEN & Med.<br>Ed. Council |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------|-----------------------|--------------------------|---------------------------|-----------------------------|--------------|------------------------|----------------------------|------------------------------|-----------------------------------|-------------------------------|---------------------------|
| <b>2005-06 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)</b> |                              |             |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| Total Expenditures                                                                                                                      | 986,553,100                  | 962,689,300 | 342,583,100           | 202,671,800              | 98,203,800                | 41,737,400                  | 22,663,500   | 25,366,700             | 16,604,600                 | 96,945,000                   | 92,302,600                        | 23,610,800                    | 23,863,800                |
| Tax Fund Expenditures                                                                                                                   | 646,693,200                  | 628,167,700 | 222,387,600           | 140,530,000              | 59,951,000                | 27,742,800                  | 18,016,100   | 17,703,000             | 13,713,000                 | 47,810,300                   | 57,571,300                        | 22,742,600                    | 18,525,500                |
| General Fund                                                                                                                            | 447,325,800                  | 431,729,400 | 49,208,800            | 132,511,900              | 58,279,500                | 27,466,500                  | 17,819,800   | 17,209,100             | 13,137,500                 | 43,095,000                   | 56,280,600                        | 16,720,700                    | 15,596,400                |
| Income Tax                                                                                                                              | 199,367,400                  | 196,438,300 | 173,178,800           | 8,018,100                | 1,671,500                 | 276,300                     | 196,300      | 493,900                | 575,500                    | 4,715,300                    | 1,290,700                         | 6,021,900                     | 2,929,100                 |
| Uniform School Fund                                                                                                                     | 0                            | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Dedicated Credits                                                                                                                       | 320,094,400                  | 319,135,600 | 110,918,600           | 56,435,800               | 38,252,800                | 13,994,600                  | 4,647,400    | 7,663,700              | 2,891,600                  | 49,134,700                   | 34,731,300                        | 465,100                       | 958,800                   |
| Mineral Lease                                                                                                                           | 1,703,100                    | 1,703,100   | 0                     | 1,703,100                | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Federal Funds                                                                                                                           | 8,529,400                    | 4,205,400   | 0                     | 3,902,300                | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 303,100                       | 4,324,000                 |
| Cigarette Tax                                                                                                                           | 4,284,500                    | 4,284,500   | 4,284,500             | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Tobacco Settlement                                                                                                                      | 4,000,000                    | 4,000,000   | 4,000,000             | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Trust Funds/Other                                                                                                                       | 1,248,500                    | 1,193,000   | 992,400               | 100,600                  | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 100,000                       | 55,500                    |
| FTE Funded Targets                                                                                                                      | 94,909                       | 94,909      | 22,810                | 16,852                   | 12,275                    | 5,450                       | 2,722        | 4,021                  | 2,034                      | 14,396                       | 14,349                            | 0                             | 0                         |

**2005-06 Adjustments to Appropriated Budget (Including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)**

|                              |             |             |           |           |             |           |         |         |         |           |           |         |   |
|------------------------------|-------------|-------------|-----------|-----------|-------------|-----------|---------|---------|---------|-----------|-----------|---------|---|
| Total Expenditures           | 20,198,000  | 20,198,000  | 8,115,700 | 4,800,200 | 1,279,100   | 1,156,500 | 232,500 | 299,300 | 129,800 | 1,773,300 | 2,211,600 | 200,000 | 0 |
| Tax Fund Expenditures        | 5,200,000   | 5,200,000   | 2,299,600 | 1,200,000 | 385,900     | 494,600   | 0       | 149,600 | 19,400  | 160,600   | 290,300   | 200,000 | 0 |
| Adjustments                  |             |             |           |           |             |           |         |         |         |           |           |         |   |
| Unallocated 1st-tier Tuition | 1,276,400   | 1,276,400   | 500,000   | 218,100   | 157,800     | 61,900    | 18,900  | 47,700  | 9,600   | 152,100   | 110,300   | 0       | 0 |
| 2nd-tier Tuition             | 15,977,600  | 15,977,600  | 5,925,000 | 3,599,400 | 1,916,800   | 600,000   | 213,600 | 102,000 | 100,800 | 2,300,000 | 1,220,000 | 0       | 0 |
| Other Non-tax Funds Adjust.  | (2,256,000) | (2,256,000) | (608,900) | (217,300) | (1,181,400) | 0         | 0       | 0       | 0       | (839,400) | 591,000   | 0       | 0 |
| Fuel and Power               | 5,000,000   | 5,000,000   | 2,299,600 | 1,200,000 | 385,900     | 494,600   | 0       | 149,600 | 19,400  | 160,600   | 290,300   | 0       | 0 |
| New Century Scholarships     | 200,000     | 200,000     | 0         | 0         | 0           | 0         | 0       | 0       | 0       | 0         | 0         | 200,000 | 0 |
| Financing                    |             |             |           |           |             |           |         |         |         |           |           |         |   |
| General Fund                 | 0           | 0           | 0         | 0         | 0           | 0         | 0       | 0       | 0       | 0         | 0         | 0       | 0 |
| Income Tax                   | 5,200,000   | 5,200,000   | 2,299,600 | 1,200,000 | 385,900     | 494,600   | 0       | 149,600 | 19,400  | 160,600   | 290,300   | 200,000 | 0 |
| Uniform School Fund          | 0           | 0           | 0         | 0         | 0           | 0         | 0       | 0       | 0       | 0         | 0         | 0       | 0 |
| Dedicated Credits            | 14,998,000  | 14,998,000  | 5,816,100 | 3,600,200 | 893,200     | 661,900   | 232,500 | 149,700 | 110,400 | 1,612,700 | 1,921,300 | 0       | 0 |

**2005-06 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS**

|                                      |               |             |             |             |            |            |            |            |            |            |            |            |            |
|--------------------------------------|---------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Total Expenditures                   | 1,006,751,100 | 982,887,300 | 350,698,800 | 207,472,000 | 99,482,900 | 42,893,900 | 22,896,000 | 25,666,000 | 16,734,400 | 98,718,300 | 94,514,200 | 23,810,800 | 23,863,800 |
| Tax Fund Expenditures                | 651,893,200   | 633,367,700 | 224,687,200 | 141,730,000 | 60,336,900 | 28,237,400 | 18,016,100 | 17,852,600 | 13,732,400 | 47,970,900 | 57,861,600 | 22,942,600 | 18,525,500 |
| General Fund                         | 447,325,800   | 431,729,400 | 49,208,800  | 132,511,900 | 58,279,500 | 27,466,500 | 17,819,800 | 17,209,100 | 13,137,500 | 43,095,000 | 56,280,600 | 16,720,700 | 15,596,400 |
| Income Tax                           | 204,567,400   | 201,638,300 | 175,478,400 | 9,218,100   | 2,057,400  | 770,900    | 196,300    | 643,500    | 594,900    | 4,875,900  | 1,581,000  | 6,221,900  | 2,929,100  |
| Uniform School Fund                  | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Dedicated Credits                    | 335,092,400   | 334,133,600 | 116,734,700 | 60,036,000  | 39,146,000 | 14,656,500 | 4,879,900  | 7,813,400  | 3,002,000  | 50,747,400 | 36,652,600 | 465,100    | 958,800    |
| Mineral Lease                        | 1,703,100     | 1,703,100   | 0           | 1,703,100   | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Federal Funds                        | 8,529,400     | 4,205,400   | 0           | 3,902,300   | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 303,100    | 4,324,000  |
| Cigarette Tax                        | 4,284,500     | 4,284,500   | 4,284,500   | 0           | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Tobacco Settlement                   | 4,000,000     | 4,000,000   | 4,000,000   | 0           | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Trust Funds/Other                    | 1,248,500     | 1,193,000   | 992,400     | 100,600     | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 100,000    | 55,500     |
| Tax Funds % Change from Ongoing Base | 0.8%          | 0.8%        | 1.0%        | 0.9%        | 0.6%       | 1.8%       | 0.0%       | 0.8%       | 0.1%       | 0.3%       | 0.5%       | 0.9%       | 0.0%       |

**Back out 2005-06 One-time Appropriations from Base**

|                     |              |              |             |             |           |           |          |         |           |           |           |             |             |
|---------------------|--------------|--------------|-------------|-------------|-----------|-----------|----------|---------|-----------|-----------|-----------|-------------|-------------|
| Total Expenditures  | (12,964,400) | (10,664,400) | (1,941,800) | (6,200,000) | (468,500) | (299,600) | (37,500) | 200,900 | (281,900) | (198,100) | (372,900) | (1,065,000) | (2,300,000) |
| General Fund        | (10,000)     | (10,000)     | 0           | 0           | 0         | (10,000)  | 0        | 0       | 0         | 0         | 0         | 0           | 0           |
| Income Tax          | (12,854,400) | (10,554,400) | (1,941,800) | (6,200,000) | (468,500) | (289,600) | (37,500) | 200,900 | (281,900) | (198,100) | (372,900) | (965,000)   | (2,300,000) |
| Uniform School Fund | 0            | 0            | 0           | 0           | 0         | 0         | 0        | 0       | 0         | 0         | 0         | 0           | 0           |
| Mineral Lease       | 0            | 0            | 0           | 0           | 0         | 0         | 0        | 0       | 0         | 0         | 0         | 0           | 0           |
| Federal Funds       | 0            | 0            | 0           | 0           | 0         | 0         | 0        | 0       | 0         | 0         | 0         | 0           | 0           |
| Trust Funds/Other   | (100,000)    | (100,000)    | 0           | 0           | 0         | 0         | 0        | 0       | 0         | 0         | 0         | (100,000)   | 0           |

2006-07 Appropriations Detail (including 2005-06 Supplementals)

March 2, 2006

DRAFT  
3/2/06

Utah System of Higher  
Education Total

2006-07 Beginning Base Budget (2005-06 Appropriated less 2005-06 One-time)

|                       | USHE and<br>UEN/MEC<br>TOTAL | USHE TOTAL  | University of<br>Utah | Utah State<br>University | Weber State<br>University | Southern Utah<br>University | Snow College | Dixie State<br>College | College of<br>Eastern Utah | Utah Valley<br>State College | Salt Lake<br>Community<br>College | SBR/<br>Statewide<br>Programs | UEN & Med.<br>Ed. Council |
|-----------------------|------------------------------|-------------|-----------------------|--------------------------|---------------------------|-----------------------------|--------------|------------------------|----------------------------|------------------------------|-----------------------------------|-------------------------------|---------------------------|
| Total Expenditures    | 993,786,700                  | 972,222,900 | 348,757,000           | 201,272,000              | 99,014,400                | 42,594,300                  | 22,858,500   | 25,866,900             | 16,452,500                 | 98,520,200                   | 94,141,300                        | 22,745,800                    | 21,563,800                |
| Tax Fund Expenditures | 639,028,800                  | 622,803,300 | 222,745,400           | 135,530,000              | 59,868,400                | 27,937,800                  | 17,978,600   | 18,053,500             | 13,450,500                 | 47,772,800                   | 57,488,700                        | 21,977,600                    | 16,225,500                |
| General Fund          | 447,315,800                  | 431,719,400 | 49,208,800            | 132,511,900              | 58,279,500                | 27,456,500                  | 17,819,800   | 17,209,100             | 13,137,500                 | 43,095,000                   | 56,280,600                        | 16,720,700                    | 15,596,400                |
| Income Tax            | 191,713,000                  | 191,083,900 | 173,536,600           | 3,018,100                | 1,588,900                 | 481,300                     | 158,800      | 844,400                | 313,000                    | 4,677,800                    | 1,208,100                         | 5,256,900                     | 629,100                   |
| Uniform School Fund   | 0                            | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Dedicated Credits     | 335,092,400                  | 334,133,600 | 116,734,700           | 60,036,000               | 39,146,000                | 14,656,500                  | 4,879,900    | 7,813,400              | 3,002,000                  | 50,747,400                   | 36,652,600                        | 465,100                       | 958,800                   |
| Mineral Lease         | 1,703,100                    | 1,703,100   | 0                     | 1,703,100                | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Federal Funds         | 8,529,400                    | 4,205,400   | 0                     | 3,902,300                | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 303,100                       | 4,324,000                 |
| Cigarette Tax         | 4,284,500                    | 4,284,500   | 4,284,500             | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Tobacco Settlement    | 4,000,000                    | 4,000,000   | 4,000,000             | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Trust Funds/Other     | 1,148,500                    | 1,093,000   | 992,400               | 100,600                  | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 55,500                    |

2006-07 Ongoing Base Corrections, Transfers, and Adjustments

|                                 |           |   |           |           |         |         |        |        |        |         |         |             |           |
|---------------------------------|-----------|---|-----------|-----------|---------|---------|--------|--------|--------|---------|---------|-------------|-----------|
| Total Expenditures              | 4,863,600 | 0 | 1,583,100 | 1,046,500 | 369,500 | 189,800 | 83,100 | 86,800 | 67,800 | 317,300 | 308,500 | (4,052,400) | 4,863,600 |
| Tax Fund Expenditures           | 0         | 0 | 1,583,100 | 1,046,500 | 369,500 | 189,800 | 83,100 | 86,800 | 67,800 | 317,300 | 308,500 | (4,052,400) | 0         |
| Adjustments                     | (107,000) | 0 | 1,583,100 | 1,046,500 | 369,500 | 189,800 | 83,100 | 86,800 | 67,800 | 317,300 | 308,500 | (4,052,400) | (107,000) |
| Engineering Initiative Transfer | 0         | 0 | 680,000   | 475,000   | 75,000  | 30,000  | 30,000 | 30,000 | 30,000 | 75,000  | 75,000  | (1,500,000) | 0         |
| Salary Retention Funds          | 0         | 0 | 837,900   | 421,500   | 247,100 | 102,200 | 52,600 | 55,200 | 35,600 | 235,400 | 229,300 | (2,216,800) | 0         |
| Alternative Fuel Transfer       | 0         | 0 | 19,900    | 23,700    | 6,800   | 5,000   | 500    | 1,600  | 2,200  | 6,900   | 4,200   | (70,800)    | 0         |
| University Center Transfer      | 0         | 0 | 45,300    | 126,300   | 40,600  | 52,600  | 0      | 0      | 0      | 0       | 0       | (264,800)   | 0         |
| Mineral Lease Adjustment        | 0         | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | 0         |
| Line Item Transfers             | (107,000) | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | (107,000) |
| Dedicated Credits               | 0         | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | 0         |
| Other Non-tax Funds Adjustments | 4,970,600 | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | 4,970,600 |
| Financing                       |           |   |           |           |         |         |        |        |        |         |         |             |           |
| General Fund                    | 0         | 0 | 65,200    | 150,000   | 47,400  | 57,600  | 500    | 1,600  | 2,200  | 6,900   | 4,200   | (335,600)   | 0         |
| Income Tax                      | 0         | 0 | 1,517,900 | 896,500   | 322,100 | 132,200 | 82,600 | 85,200 | 65,600 | 310,400 | 304,300 | (3,716,800) | 0         |
| Uniform School Fund             | 0         | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | 0         |
| Dedicated Credits               | (107,000) | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | (107,000) |
| Mineral Lease                   | 0         | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | 0         |
| Federal Funds                   | 4,970,600 | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | 4,970,600 |
| Cigarette Tax                   | 0         | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | 0         |
| Tobacco Settlement              | 0         | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | 0         |
| Trust Funds/Other               | 0         | 0 | 0         | 0         | 0       | 0       | 0      | 0      | 0      | 0       | 0       | 0           | 0         |

Base Corrections, Transfers, and Adjustments Detail:

[See individual institutions for details](#)

2006-07 Adjusted Beginning Base Budget (Matches the Subcommittee Reports) (Senate Bill 1)

|                       |             |             |             |             |            |            |            |            |            |            |            |            |            |
|-----------------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Total Expenditures    | 998,650,300 | 972,222,900 | 350,340,100 | 202,318,500 | 99,383,900 | 42,784,100 | 22,941,600 | 25,953,700 | 16,520,300 | 98,837,500 | 94,449,800 | 18,693,400 | 26,427,400 |
| Tax Fund Expenditures | 639,028,800 | 622,803,300 | 224,328,500 | 136,576,500 | 60,237,900 | 28,127,600 | 18,061,700 | 18,140,300 | 13,518,300 | 48,090,100 | 57,797,200 | 17,925,200 | 16,225,500 |
| General Fund          | 447,315,800 | 431,719,400 | 49,274,000  | 132,661,900 | 58,326,900 | 27,514,100 | 17,820,300 | 17,210,700 | 13,139,700 | 43,101,900 | 56,284,800 | 16,385,100 | 15,596,400 |
| Income Tax            | 191,713,000 | 191,083,900 | 175,054,500 | 3,914,600   | 1,911,000  | 613,500    | 241,400    | 929,600    | 378,600    | 4,988,200  | 1,512,400  | 1,540,100  | 629,100    |
| Uniform School Fund   | 0           | 0           | 0           | 0           | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Dedicated Credits     | 334,985,400 | 334,133,600 | 116,734,700 | 60,036,000  | 39,146,000 | 14,656,500 | 4,879,900  | 7,813,400  | 3,002,000  | 50,747,400 | 36,652,600 | 465,100    | 851,800    |
| Mineral Lease         | 1,703,100   | 1,703,100   | 0           | 1,703,100   | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Federal Funds         | 13,500,000  | 4,205,400   | 0           | 3,902,300   | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 303,100    | 9,294,600  |
| Cigarette Tax         | 4,284,500   | 4,284,500   | 4,284,500   | 0           | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Tobacco Settlement    | 4,000,000   | 4,000,000   | 4,000,000   | 0           | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Trust Funds/Other     | 1,148,500   | 1,093,000   | 992,400     | 100,600     | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 55,500     |

2006-07 Appropriations Detail (including 2005-06 Supplementals)

March 2, 2006

DRAFT  
3/2/06

Utah System of Higher  
Education Total

2006-07 Additional Ongoing Base Budget Reductions

|                                  | USHE and<br>UEN/MEC<br>TOTAL | USHE TOTAL  | University of<br>Utah | Utah State<br>University | Weber State<br>University | Southern Utah<br>University | Snow College | Dixie State<br>College | College of<br>Eastern Utah | Utah Valley<br>State College | Salt Lake<br>Community<br>College | SBR/<br>Statewide<br>Programs | UEN & Med.<br>Ed. Council |
|----------------------------------|------------------------------|-------------|-----------------------|--------------------------|---------------------------|-----------------------------|--------------|------------------------|----------------------------|------------------------------|-----------------------------------|-------------------------------|---------------------------|
| Total Expenditures               | (4,000,000)                  | (4,000,000) | (2,400,000)           | (1,600,000)              | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Tax Fund Expenditures            | (4,000,000)                  | (4,000,000) | (2,400,000)           | (1,600,000)              | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Adjustments                      |                              |             |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| USTAR Initiative Funding         | (4,000,000)                  | (4,000,000) | (2,400,000)           | (1,600,000)              | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Other                            | 0                            | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Financing                        |                              |             |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| General Fund                     | (4,000,000)                  | (4,000,000) | (2,400,000)           | (1,600,000)              | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Income Tax                       | 0                            | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Dedicated Credits                | 0                            | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| <b>2006-07 Ongoing Increases</b> |                              |             |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| Compensation                     | 31,750,700                   | 31,407,800  | 11,266,500            | 6,854,600                | 3,341,300                 | 1,385,300                   | 715,000      | 804,200                | 511,000                    | 3,369,000                    | 3,063,800                         | 97,100                        | 342,900                   |
| Tax Fund Expenditures            | 20,441,300                   | 20,112,300  | 7,213,000             | 4,843,200                | 2,022,000                 | 906,100                     | 553,500      | 554,400                | 415,800                    | 1,634,900                    | 1,872,300                         | 97,100                        | 329,000                   |
| Salary (% Increase)              | 25,229,800                   | 24,973,900  | 10,467,200            | 5,053,300                | 2,471,900                 | 990,300                     | 480,600      | 542,400                | 329,800                    | 2,287,300                    | 2,276,900                         | 74,200                        | 255,900                   |
| Financing                        |                              |             |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| General Fund                     | 320,100                      | 74,200      | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 74,200                        | 245,900                   |
| Income Tax                       | 15,911,000                   | 15,911,000  | 6,692,300             | 3,557,900                | 1,495,900                 | 647,600                     | 372,000      | 376,000                | 269,100                    | 1,110,100                    | 1,390,100                         | 0                             | 0                         |
| Uniform School Fund              | 0                            | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Dedicated Credits                | 8,953,600                    | 8,953,600   | 3,774,900             | 1,460,300                | 976,000                   | 342,700                     | 108,600      | 166,400                | 60,700                     | 1,177,200                    | 886,800                           | 0                             | 0                         |
| Mineral Lease Fund               | 35,100                       | 35,100      | 0                     | 35,100                   | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Federal Funds                    | 10,000                       | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 10,000                    |
| Health (% Increase)              | 5,283,400                    | 5,245,300   | 439,600               | 1,496,800                | 766,900                   | 356,200                     | 197,100      | 211,500                | 156,500                    | 914,500                      | 687,400                           | 18,800                        | 38,100                    |
| Financing                        |                              |             |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| General Fund                     | 53,000                       | 18,800      | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 18,800                        | 34,200                    |
| Income Tax                       | 3,348,100                    | 3,348,100   | 290,600               | 1,069,100                | 464,100                   | 233,200                     | 152,600      | 146,600                | 126,900                    | 443,600                      | 421,400                           | 0                             | 0                         |
| Uniform School Fund              | 0                            | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Dedicated Credits                | 1,872,400                    | 1,872,400   | 149,000               | 421,700                  | 302,800                   | 123,000                     | 44,500       | 64,900                 | 29,600                     | 470,900                      | 266,000                           | 0                             | 0                         |
| Mineral Lease Fund               | 6,000                        | 6,000       | 0                     | 6,000                    | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Federal Funds                    | 3,900                        | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 3,900                     |
| State Retirement ( basis points) | 1,237,500                    | 1,188,600   | 359,700               | 304,500                  | 102,500                   | 38,800                      | 37,300       | 50,300                 | 24,700                     | 167,200                      | 99,500                            | 4,100                         | 48,900                    |
| Financing                        |                              |             |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| General Fund                     | 53,000                       | 4,100       | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 4,100                         | 48,900                    |
| Income Tax                       | 756,100                      | 756,100     | 230,100               | 216,200                  | 62,000                    | 25,300                      | 28,900       | 31,800                 | 19,800                     | 81,200                       | 60,800                            | 0                             | 0                         |
| Uniform School Fund              | 0                            | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Dedicated Credits                | 426,800                      | 426,800     | 129,600               | 86,700                   | 40,500                    | 13,500                      | 8,400        | 18,500                 | 4,900                      | 86,000                       | 38,700                            | 0                             | 0                         |
| Mineral Lease Fund               | 1,600                        | 1,600       | 0                     | 1,600                    | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Federal Funds                    | 2,800                        | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 2,800                     |
| Facilities Support               |                              |             |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| Tax Fund Expenditures            | 8,688,500                    | 8,685,000   | 3,523,400             | 1,133,100                | 419,800                   | 500,900                     | 19,100       | 149,100                | 108,800                    | 1,221,200                    | 1,611,500                         | (1,900)                       | 3,500                     |
| Fuel and Power                   | 5,000,000                    | 5,000,000   | 2,299,600             | 1,200,000                | 385,900                   | 494,600                     | 0            | 149,600                | 19,400                     | 160,600                      | 290,300                           | 0                             | 0                         |
| Operations and Maintenance       | 3,800,500                    | 3,800,500   | 1,305,700             | 0                        | 43,200                    | 0                           | 0            | 0                      | 87,200                     | 1,053,400                    | 1,311,000                         | 0                             | 0                         |
| ISF Rates: Risk                  | (204,800)                    | (208,300)   | (125,600)             | (102,900)                | (19,500)                  | 400                         | 17,100       | (2,700)                | 100                        | 11,800                       | 15,700                            | (2,700)                       | 3,500                     |
| ISF Rates: Fleet                 | 40,900                       | 40,900      | 2,900                 | 8,500                    | 2,800                     | 9,200                       | 8,500        | 2,500                  | 3,900                      | 1,700                        | 200                               | 700                           | 0                         |
| Financing                        |                              |             |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| General Fund                     | (81,700)                     | (85,200)    | (18,100)              | (68,600)                 | (16,500)                  | 1,500                       | 13,300       | (4,900)                | (1,400)                    | 5,100                        | 5,900                             | (1,500)                       | 3,500                     |
| Income Tax                       | 8,770,200                    | 8,770,200   | 3,541,500             | 1,201,700                | 436,300                   | 499,400                     | 5,800        | 154,000                | 110,200                    | 1,216,100                    | 1,605,600                         | (400)                         | 0                         |
| Uniform School Fund              | 0                            | 0           | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Dedicated Credits                | (51,900)                     | (51,900)    | (40,800)              | (27,500)                 | (7,400)                   | 3,300                       | 6,500        | 300                    | 1,800                      | 6,300                        | 5,700                             | (100)                         | 0                         |

2006-07 Appropriations Detail (including 2005-06 Supplementals)

March 2, 2006

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Utah System of Higher  
Education Total

|                                          | USHE and<br>UEN/MEC<br>TOTAL | USHE TOTAL    | University of<br>Utah | Utah State<br>University | Weber State<br>University | Southern Utah<br>University | Snow College | Dixie State<br>College | College of<br>Eastern Utah | Utah Valley<br>State College | Salt Lake<br>Community<br>College | SBR/<br>Statewide<br>Programs | UEN & Med.<br>Ed. Council |
|------------------------------------------|------------------------------|---------------|-----------------------|--------------------------|---------------------------|-----------------------------|--------------|------------------------|----------------------------|------------------------------|-----------------------------------|-------------------------------|---------------------------|
| Other Ongoing Increases Expenditures     | 4,500,000                    | 3,200,000     | 111,100               | 0                        | 41,300                    | 18,700                      | 18,800       | 31,300                 | 18,700                     | 18,800                       | 41,300                            | 2,900,000                     | 1,300,000                 |
| Ongoing Increases                        |                              |               |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| Tuition from Unfunded Growth             | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| 2nd-tier Tuition                         | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Line Item Transfers                      | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| General Fund/Income Tax Swap             | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Nursing Initiative                       | 250,000                      | 250,000       | 61,100                | 0                        | 41,300                    | 18,700                      | 18,800       | 31,300                 | 18,700                     | 18,800                       | 41,300                            | 0                             | 0                         |
| Engineering Initiative                   | 500,000                      | 500,000       | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 500,000                       | 0                         |
| Student Financial Aid                    | 210,300                      | 210,300       | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 210,300                       | 0                         |
| New Century Scholarship                  | 289,700                      | 289,700       | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 289,700                       | 0                         |
| Range Creek                              | 50,000                       | 50,000        | 50,000                | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| IT Licensing and Security                | 900,000                      | 900,000       | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 900,000                       | 0                         |
| Prison Recidivism                        | 2,300,000                    | 1,000,000     | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 1,000,000                     | 1,300,000                 |
| Network Infrastructure/Course Management | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Financing                                |                              |               |                       |                          |                           |                             |              |                        |                            |                              |                                   |                               |                           |
| General Fund                             | (237,500,000)                | (237,500,000) | (20,000,000)          | (22,000,000)             | (55,000,000)              | (25,000,000)                | (15,000,000) | (13,500,000)           | (10,000,000)               | (30,000,000)                 | (47,000,000)                      | 0                             | 0                         |
| Income Tax                               | 241,000,000                  | 239,700,000   | 20,111,100            | 22,000,000               | 55,041,300                | 25,018,700                  | 15,018,800   | 13,531,300             | 10,018,700                 | 30,018,800                   | 47,041,300                        | 1,900,000                     | 1,300,000                 |
| Uniform School Fund                      | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Dedicated Credits                        | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Mineral Lease                            | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Federal Funds                            | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Cigarette Tax                            | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Tobacco Settlement                       | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Trust Funds/Other                        | 1,000,000                    | 1,000,000     | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 1,000,000                     | 0                         |

Other Ongoing Increases Detail:

2006-07 Ongoing Appropriated Adjustments, Reductions, and Increases

|                       |               |               |              |              |              |              |              |              |              |              |              |           |           |
|-----------------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------|-----------|
| Total Expenditures    | 40,875,000    | 39,242,500    | 12,460,200   | 6,360,200    | 3,795,000    | 1,908,200    | 759,400      | 984,900      | 640,300      | 4,615,300    | 4,722,300    | 2,996,700 | 1,632,500 |
| Tax Fund Expenditures | 28,629,800    | 26,997,300    | 8,447,500    | 4,376,300    | 2,483,100    | 1,425,700    | 591,400      | 734,800      | 543,300      | 2,874,900    | 3,525,100    | 1,995,200 | 1,632,500 |
| General Fund          | (241,155,600) | (241,488,100) | (22,418,100) | (23,668,600) | (55,016,500) | (24,998,500) | (14,986,700) | (13,504,900) | (10,001,400) | (29,994,900) | (46,994,100) | 95,600    | 332,500   |
| Income Tax            | 269,785,400   | 268,485,400   | 30,865,600   | 28,044,900   | 57,499,600   | 26,424,200   | 15,578,100   | 14,239,700   | 10,544,700   | 32,869,800   | 50,519,200   | 1,899,600 | 1,300,000 |
| Uniform School Fund   | 0             | 0             | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0         | 0         |
| Dedicated Credits     | 11,200,900    | 11,200,900    | 4,012,700    | 1,941,200    | 1,311,900    | 482,500      | 168,000      | 250,100      | 97,000       | 1,740,400    | 1,197,200    | (100)     | 0         |
| Mineral Lease         | 42,700        | 42,700        | 0            | 42,700       | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0         | 0         |
| Federal Funds         | 1,600         | 1,600         | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 1,600     | 0         |
| Cigarette Tax         | 0             | 0             | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0         | 0         |
| Tobacco Settlement    | 0             | 0             | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0         | 0         |
| Trust Funds/Other     | 1,000,000     | 1,000,000     | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 1,000,000 | 0         |

2006-07 Ongoing Appropriated Budget

|                                                |               |               |             |             |             |            |            |            |            |             |            |            |            |
|------------------------------------------------|---------------|---------------|-------------|-------------|-------------|------------|------------|------------|------------|-------------|------------|------------|------------|
| Total Expenditures                             | 1,039,535,300 | 1,011,465,400 | 362,800,300 | 208,678,700 | 103,178,900 | 44,692,300 | 23,701,000 | 26,938,600 | 17,160,600 | 103,452,800 | 99,172,100 | 21,690,100 | 28,069,900 |
| Tax Fund Expenditures                          | 667,658,600   | 649,800,600   | 232,776,000 | 140,952,800 | 62,721,000  | 29,553,300 | 18,653,100 | 18,875,100 | 14,061,600 | 50,965,000  | 61,322,300 | 19,920,400 | 17,858,000 |
| General Fund                                   | 206,160,200   | 190,231,300   | 26,855,900  | 108,993,300 | 3,310,400   | 2,515,600  | 2,833,600  | 3,705,800  | 3,138,300  | 13,107,000  | 9,290,700  | 16,480,700 | 15,928,900 |
| Income Tax                                     | 461,498,400   | 459,569,300   | 205,920,100 | 31,959,500  | 59,410,600  | 27,037,700 | 15,819,500 | 15,169,300 | 10,923,300 | 37,858,000  | 52,031,600 | 3,439,700  | 1,929,100  |
| Uniform School Fund                            | 0             | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 0          | 0          |
| Dedicated Credits                              | 346,186,300   | 345,334,500   | 120,747,400 | 61,977,200  | 40,457,900  | 15,139,000 | 5,047,900  | 8,063,500  | 3,099,000  | 52,487,800  | 37,849,800 | 465,000    | 851,800    |
| Mineral Lease                                  | 1,745,800     | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 0          | 0          |
| Federal Funds                                  | 13,511,600    | 4,207,000     | 0           | 3,902,300   | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 304,700    | 9,304,600  |
| Cigarette Tax                                  | 4,284,500     | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 0          | 0          |
| Tobacco Settlement                             | 4,000,000     | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 0          | 0          |
| Trust Funds/Other                              | 2,148,500     | 2,093,000     | 992,400     | 100,600     | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 1,000,000  | 55,500     |
| Ongoing Tax Funds % Change from Adj. Beg. Base | 4.5%          | 4.3%          | 3.8%        | 3.2%        | 4.1%        | 5.1%       | 3.3%       | 4.1%       | 4.0%       | 6.0%        | 6.1%       | 11.1%      | 10.1%      |

# 2006-07 Appropriations Detail (including 2005-06 Supplementals)

March 2, 2006

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## Utah System of Higher Education Total

### 2006-07 Appropriated One-time Increases

|                                       | USHE and UEN/MEC TOTAL | USHE TOTAL  | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State College | College of Eastern Utah | Utah Valley State College | Salt Lake Community College | SBR/Statewide Programs | UEN & Med. Ed. Council |
|---------------------------------------|------------------------|-------------|--------------------|-----------------------|------------------------|--------------------------|--------------|---------------------|-------------------------|---------------------------|-----------------------------|------------------------|------------------------|
| One-time Increases Total Expenditures | 5,442,000              | 2,942,000   | (665,300)          | 1,100,000             | 82,600                 | 382,000                  | 37,400       | (350,400)           | 37,500                  | (1,015,900)               | (615,900)                   | 3,950,000              | 2,500,000              |
| Tax Fund Expenditures                 | 5,442,000              | 2,942,000   | (665,300)          | 1,100,000             | 82,600                 | 382,000                  | 37,400       | (350,400)           | 37,500                  | (1,015,900)               | (615,900)                   | 3,950,000              | 2,500,000              |
| One-time O&M Cuts                     | (3,225,000)            | (3,225,000) | (817,500)          | 0                     | 0                      | (242,500)                | 0            | (413,100)           | 0                       | (1,053,400)               | (698,500)                   | 0                      | 0                      |
| Nursing Initiative                    | 500,000                | 500,000     | 122,200            | 0                     | 82,600                 | 37,500                   | 37,400       | 62,700              | 37,500                  | 37,500                    | 82,600                      | 0                      | 0                      |
| Engineering Initiative                | 700,000                | 700,000     | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 700,000                | 0                      |
| UCOPE                                 | 2,250,000              | 2,250,000   | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 2,250,000              | 0                      |
| Range Creek                           | 30,000                 | 30,000      | 30,000             | 0                     | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 0                      | 0                      |
| IT Licensing and Security             | 500,000                | 500,000     | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 500,000                | 0                      |
| Jobs Now                              | 500,000                | 500,000     | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 500,000                | 0                      |
| USU - Tooele Bond                     | 900,000                | 900,000     | 0                  | 900,000               | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 0                      | 0                      |
| USU - Mud Slide                       | 200,000                | 200,000     | 0                  | 200,000               | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 0                      | 0                      |
| SUU - Iron County                     | 587,000                | 587,000     | 0                  | 0                     | 0                      | 587,000                  | 0            | 0                   | 0                       | 0                         | 0                           | 0                      | 0                      |
| IP Video                              | 0                      | 0           | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 0                      | 0                      |
| Phase IV Infrastructure Upgrade       | 1,000,000              | 0           | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 0                      | 1,000,000              |
| Financing                             | 1,500,000              | 0           | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 0                      | 1,500,000              |
| General Fund                          | 0                      | 0           | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 0                      | 0                      |
| Income Tax                            | 5,442,000              | 2,942,000   | (665,300)          | 1,100,000             | 82,600                 | 382,000                  | 37,400       | (350,400)           | 37,500                  | (1,015,900)               | (615,900)                   | 3,950,000              | 2,500,000              |
| Dedicated Credits                     | 0                      | 0           | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                       | 0                         | 0                           | 0                      | 0                      |

### 2006-07 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

|                                              |               |               |             |             |             |            |            |            |            |             |            |            |            |
|----------------------------------------------|---------------|---------------|-------------|-------------|-------------|------------|------------|------------|------------|-------------|------------|------------|------------|
| Total Expenditures                           | 1,044,977,300 | 1,014,407,400 | 362,135,000 | 209,778,700 | 103,261,500 | 45,074,300 | 23,738,400 | 26,588,200 | 17,198,100 | 102,436,900 | 98,556,200 | 25,640,100 | 30,569,900 |
| Tax Fund Expenditures                        | 673,100,600   | 652,742,600   | 232,110,700 | 142,052,800 | 62,803,600  | 29,935,300 | 18,690,500 | 18,524,700 | 14,099,100 | 49,949,100  | 60,706,400 | 23,870,400 | 20,358,000 |
| General Fund                                 | 206,160,200   | 190,231,300   | 26,855,900  | 108,993,300 | 3,310,400   | 2,515,600  | 2,833,600  | 3,705,800  | 3,138,300  | 13,107,000  | 9,290,700  | 16,480,700 | 15,928,900 |
| Income Tax                                   | 466,940,400   | 462,511,300   | 205,254,800 | 33,059,500  | 59,493,200  | 27,419,700 | 15,856,900 | 14,818,900 | 10,960,800 | 36,842,100  | 51,415,700 | 7,389,700  | 4,429,100  |
| Uniform School Fund                          | 0             | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 0          | 0          |
| Dedicated Credits                            | 346,186,300   | 345,334,500   | 120,747,400 | 61,977,200  | 40,457,900  | 15,139,000 | 5,047,900  | 8,063,500  | 3,099,000  | 52,487,800  | 37,849,800 | 465,000    | 851,800    |
| Mineral Lease                                | 1,745,800     | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 0          | 0          |
| Federal Funds                                | 13,511,600    | 4,207,000     | 0           | 3,902,300   | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 304,700    | 9,304,600  |
| Cigarette Tax                                | 4,284,500     | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 0          | 0          |
| Tobacco Settlement                           | 4,000,000     | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 0          | 0          |
| Trust Funds/Other                            | 2,148,500     | 2,093,000     | 992,400     | 100,600     | 0           | 0          | 0          | 0          | 0          | 0           | 0          | 1,000,000  | 55,500     |
| Total Tax Funds % Change from Adj. Beg. Base | 5.3%          | 4.8%          | 3.5%        | 4.0%        | 4.3%        | 6.4%       | 3.5%       | 2.1%       | 4.3%       | 3.9%        | 5.0%       | 33.2%      | 25.5%      |
| FTE Funded Targets                           |               | 98,908        | 23,955      | 17,211      | 12,811      | 5,513      | 2,927      | 4,153      | 1,993      | 15,244      | 15,101     |            |            |

### 2006-07 Post 2006 General Session Adjustments (Work Program Revisions and Special Session Reductions)

|                                       |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Total Expenditures                    | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| double entry check                    | ok | ok | ok | ok | ok | ok | ok | ok | ok | ok | ok | ok | ok |
| Tax Fund Expenditures                 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Adjustments                           |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Less LFA 1st, 2nd, Other Tuition      | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Unallocated 1st-tier Tuition          | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| 2nd-tier Tuition                      | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Reallocated Enrollment Tuition (Base) | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Unfunded Enrollment Tuition (1-time)  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Other Non-tax Funds Adjust.           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Other                                 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Financing                             |    |    |    |    |    |    |    |    |    |    |    |    |    |
| General Fund                          | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Income Tax                            | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Uniform School Fund                   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Dedicated Credits                     | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Mineral Lease                         | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Federal Funds                         | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Cigarette Tax                         | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Tobacco Settlement                    | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Trust Funds/Other                     | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |

2006-07 Appropriations Detail (including 2005-06 Supplementals)

March 2, 2006

DRAFT  
3/2/06

Utah System of Higher  
Education Total

2006-07 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS LESS 1-TIME)

|                       | USHE and<br>UEN/MEC<br>TOTAL | USHE TOTAL    | University of<br>Utah | Utah State<br>University | Weber State<br>University | Southern Utah<br>University | Snow College | Dixie State<br>College | College of<br>Eastern Utah | Utah Valley<br>State College | Salt Lake<br>Community<br>College | SBR/<br>Statewide<br>Programs | UEN & Med.<br>Ed. Council |
|-----------------------|------------------------------|---------------|-----------------------|--------------------------|---------------------------|-----------------------------|--------------|------------------------|----------------------------|------------------------------|-----------------------------------|-------------------------------|---------------------------|
| Total Expenditures    | 1,044,977,300                | 1,014,407,400 | 362,135,000           | 209,778,700              | 103,261,500               | 45,074,300                  | 23,738,400   | 26,588,200             | 17,198,100                 | 102,436,900                  | 98,556,200                        | 25,640,100                    | 30,569,900                |
| Tax Fund Expenditures | 673,100,600                  | 652,742,600   | 232,110,700           | 142,052,800              | 62,803,600                | 29,935,300                  | 18,690,500   | 18,524,700             | 14,099,100                 | 49,949,100                   | 60,706,400                        | 23,870,400                    | 20,358,000                |
| General Fund          | 206,160,200                  | 190,231,300   | 26,855,900            | 108,993,300              | 3,310,400                 | 2,515,600                   | 2,833,600    | 3,705,800              | 3,138,300                  | 13,107,000                   | 9,290,700                         | 16,480,700                    | 15,928,900                |
| Income Tax            | 466,940,400                  | 462,511,300   | 205,254,800           | 33,059,500               | 59,493,200                | 27,419,700                  | 15,856,900   | 14,818,900             | 10,960,800                 | 36,842,100                   | 51,415,700                        | 7,389,700                     | 4,429,100                 |
| Uniform School Fund   | 0                            | 0             | 0                     | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Dedicated Credits     | 346,186,300                  | 345,334,500   | 120,747,400           | 61,977,200               | 40,457,900                | 15,139,000                  | 5,047,900    | 8,063,500              | 3,099,000                  | 52,487,800                   | 37,849,800                        | 465,000                       | 851,800                   |
| Mineral Lease         | 1,745,800                    | 1,745,800     | 0                     | 1,745,800                | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Federal Funds         | 13,511,600                   | 4,207,000     | 0                     | 3,902,300                | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 304,700                       | 9,304,600                 |
| Cigarette Tax         | 4,284,500                    | 4,284,500     | 4,284,500             | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Tobacco Settlement    | 4,000,000                    | 4,000,000     | 4,000,000             | 0                        | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 0                             | 0                         |
| Trust Funds/Other     | 2,148,500                    | 2,093,000     | 992,400               | 100,600                  | 0                         | 0                           | 0            | 0                      | 0                          | 0                            | 0                                 | 1,000,000                     | 55,500                    |

# 2006-07 UTAH COLLEGE OF APPLIED TECHNOLOGY APPROPRIATIONS SUMMARY (including 2005-06 Supplementals)

March 2, 2006

|                                                                                                                                         | Total      | Bridgerland | Davis     | Dixie     | Mountain-land | Ogden-Weber | Salt Lake-Tooele | Southeast | Southwest | Uintah Basin | UCAT Custom Fit | UCAT Equipment | UCAT Admin. |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|-----------|-----------|---------------|-------------|------------------|-----------|-----------|--------------|-----------------|----------------|-------------|
| <b>2005-06 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)</b> |            |             |           |           |               |             |                  |           |           |              |                 |                |             |
| Total Expenditures                                                                                                                      | 49,916,700 | 9,419,600   | 9,664,200 | 1,391,500 | 3,798,000     | 10,714,400  | 2,766,300        | 1,105,400 | 1,726,800 | 4,560,000    | 3,108,100       | 837,400        | 825,000     |
| Tax Fund Expenditures                                                                                                                   | 44,300,400 | 8,251,400   | 8,211,600 | 1,309,600 | 3,597,500     | 9,034,000   | 2,476,300        | 934,400   | 1,560,400 | 4,154,700    | 3,108,100       | 837,400        | 825,000     |
| General Fund                                                                                                                            | 40,903,300 | 7,772,800   | 7,815,800 | 879,200   | 2,934,100     | 8,652,900   | 2,065,700        | 911,500   | 1,446,300 | 4,096,500    | 3,108,100       | 837,400        | 383,000     |
| Income Tax                                                                                                                              | 3,397,100  | 478,600     | 395,800   | 430,400   | 663,400       | 381,100     | 410,600          | 22,900    | 114,100   | 58,200       | 0               | 0              | 442,000     |
| Uniform School Fund                                                                                                                     | 0          | 0           | 0         | 0         | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 0           |
| Dedicated Credits                                                                                                                       | 5,616,300  | 1,168,200   | 1,452,600 | 81,900    | 200,500       | 1,680,400   | 290,000          | 171,000   | 166,400   | 405,300      | 0               | 0              | 0           |

## 2005-06 Adjustments to Appropriated Budget (Including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)

|                        |         |   |         |   |   |         |   |   |          |   |   |   |   |
|------------------------|---------|---|---------|---|---|---------|---|---|----------|---|---|---|---|
| Total Expenditures     | 374,900 | 0 | 308,200 | 0 | 0 | 100,600 | 0 | 0 | (33,900) | 0 | 0 | 0 | 0 |
| Tax Fund Expenditures  | 0       | 0 | 0       | 0 | 0 | 0       | 0 | 0 | 0        | 0 | 0 | 0 | 0 |
| Adjustments            |         |   |         |   |   |         |   |   |          |   |   |   |   |
| Ded. Cred. Adjustments | 374,900 |   | 308,200 |   |   | 100,600 |   |   | (33,900) |   |   |   | 0 |
|                        | 0       |   |         |   |   |         |   |   |          |   |   |   |   |
| Financing              |         |   |         |   |   |         |   |   |          |   |   |   |   |
| Income Tax             | 0       |   |         |   |   |         |   |   |          |   |   |   |   |
| Dedicated Credits      | 374,900 |   | 308,200 |   |   | 100,600 |   |   | (33,900) |   |   |   | 0 |

## 2005-06 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS

|                       |            |           |           |           |           |            |           |           |           |           |           |         |         |
|-----------------------|------------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|---------|---------|
| Total Expenditures    | 50,291,600 | 9,419,600 | 9,972,400 | 1,391,500 | 3,798,000 | 10,815,000 | 2,766,300 | 1,105,400 | 1,692,900 | 4,560,000 | 3,108,100 | 837,400 | 825,000 |
| Tax Fund Expenditures | 44,300,400 | 8,251,400 | 8,211,600 | 1,309,600 | 3,597,500 | 9,034,000  | 2,476,300 | 934,400   | 1,560,400 | 4,154,700 | 3,108,100 | 837,400 | 825,000 |
| General Fund          | 40,903,300 | 7,772,800 | 7,815,800 | 879,200   | 2,934,100 | 8,652,900  | 2,065,700 | 911,500   | 1,446,300 | 4,096,500 | 3,108,100 | 837,400 | 383,000 |
| Income Tax            | 3,397,100  | 478,600   | 395,800   | 430,400   | 663,400   | 381,100    | 410,600   | 22,900    | 114,100   | 58,200    | 0         | 0       | 442,000 |
| Dedicated Credits     | 5,991,200  | 1,168,200 | 1,760,800 | 81,900    | 200,500   | 1,781,000  | 290,000   | 171,000   | 132,500   | 405,300   | 0         | 0       | 0       |

## Back out 2005-06 One-time Appropriations from Base

|                    |           |   |   |   |   |   |   |   |   |   |   |   |           |
|--------------------|-----------|---|---|---|---|---|---|---|---|---|---|---|-----------|
| Total Expenditures | (108,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | (108,000) |
| General Fund       | 0         |   |   |   |   |   |   |   |   |   |   |   |           |
| Income Tax         | (108,000) |   |   |   |   |   |   |   |   |   |   |   | (108,000) |

## 2006-07 Beginning Base Budget (2005-06 Appropriated less 2005-06 One-time)

|                       |            |           |           |           |           |            |           |           |           |           |           |         |         |
|-----------------------|------------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|---------|---------|
| Total Expenditures    | 50,183,600 | 9,419,600 | 9,972,400 | 1,391,500 | 3,798,000 | 10,815,000 | 2,766,300 | 1,105,400 | 1,692,900 | 4,560,000 | 3,108,100 | 837,400 | 717,000 |
| Tax Fund Expenditures | 44,192,400 | 8,251,400 | 8,211,600 | 1,309,600 | 3,597,500 | 9,034,000  | 2,476,300 | 934,400   | 1,560,400 | 4,154,700 | 3,108,100 | 837,400 | 717,000 |
| General Fund          | 40,903,300 | 7,772,800 | 7,815,800 | 879,200   | 2,934,100 | 8,652,900  | 2,065,700 | 911,500   | 1,446,300 | 4,096,500 | 3,108,100 | 837,400 | 383,000 |
| Income Tax            | 3,289,100  | 478,600   | 395,800   | 430,400   | 663,400   | 381,100    | 410,600   | 22,900    | 114,100   | 58,200    | 0         | 0       | 334,000 |
| Uniform School Fund   | 0          | 0         | 0         | 0         | 0         | 0          | 0         | 0         | 0         | 0         | 0         | 0       | 0       |
| Dedicated Credits     | 5,991,200  | 1,168,200 | 1,760,800 | 81,900    | 200,500   | 1,781,000  | 290,000   | 171,000   | 132,500   | 405,300   | 0         | 0       | 0       |
| Federal Funds         | 0          | 0         | 0         | 0         | 0         | 0          | 0         | 0         | 0         | 0         | 0         | 0       | 0       |

## 2005-06 Ongoing Base Corrections, Transfers, and Adjustments

|                        |   |        |        |       |        |        |        |        |        |        |   |   |           |
|------------------------|---|--------|--------|-------|--------|--------|--------|--------|--------|--------|---|---|-----------|
| Total Expenditures     | 0 | 80,600 | 65,800 | 9,000 | 28,900 | 73,300 | 16,600 | 10,100 | 12,000 | 34,800 | 0 | 0 | (331,100) |
| Tax Fund Expenditures  | 0 | 80,600 | 65,800 | 9,000 | 28,900 | 73,300 | 16,600 | 10,100 | 12,000 | 34,800 | 0 | 0 | (331,100) |
| Adjustments            |   |        |        |       |        |        |        |        |        |        |   |   |           |
| Salary Retention Funds | 0 | 80,600 | 65,800 | 9,000 | 28,900 | 73,300 | 16,600 | 10,100 | 12,000 | 34,800 | 0 | 0 | (331,100) |
| Financing              |   |        |        |       |        |        |        |        |        |        |   |   |           |
| Income Tax             | 0 | 80,600 | 65,800 | 9,000 | 28,900 | 73,300 | 16,600 | 10,100 | 12,000 | 34,800 | 0 | 0 | (331,100) |

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# 2006-07 UTAH COLLEGE OF APPLIED TECHNOLOGY APPROPRIATIONS SUMMARY (including 2005-06 Supplementals)

March 2, 2006

|                                                                                                                        | Total      | Bridgerland | Davis      | Dixie     | Mountain-land | Ogden-Weber | Salt Lake-Tooele | Southeast | Southwest | Uintah Basin | UCAT Custom Fit | UCAT Equipment | UCAT Admin. |
|------------------------------------------------------------------------------------------------------------------------|------------|-------------|------------|-----------|---------------|-------------|------------------|-----------|-----------|--------------|-----------------|----------------|-------------|
| <b>2006-07 Adjusted Beginning Base Budget (Matches the Subcommittee Reports) - Senate Bill 1</b>                       |            |             |            |           |               |             |                  |           |           |              |                 |                |             |
| Total Expenditures                                                                                                     | 50,183,600 | 9,500,200   | 10,038,200 | 1,400,500 | 3,826,900     | 10,888,300  | 2,782,900        | 1,115,500 | 1,704,900 | 4,594,800    | 3,108,100       | 837,400        | 385,900     |
| Tax Fund Expenditures                                                                                                  | 44,192,400 | 8,332,000   | 8,277,400  | 1,318,600 | 3,626,400     | 9,107,300   | 2,492,900        | 944,500   | 1,572,400 | 4,189,500    | 3,108,100       | 837,400        | 385,900     |
| General Fund                                                                                                           | 40,903,300 | 7,772,800   | 7,815,800  | 879,200   | 2,934,100     | 8,652,900   | 2,065,700        | 911,500   | 1,446,300 | 4,096,500    | 3,108,100       | 837,400        | 383,000     |
| Income Tax                                                                                                             | 3,289,100  | 559,200     | 461,600    | 439,400   | 692,300       | 454,400     | 427,200          | 33,000    | 126,100   | 93,000       | 0               | 0              | 2,900       |
| Dedicated Credits                                                                                                      | 5,991,200  | 1,168,200   | 1,760,800  | 81,900    | 200,500       | 1,781,000   | 290,000          | 171,000   | 132,500   | 405,300      | 0               | 0              | 0           |
| <b>2006-07 Ongoing Increases</b>                                                                                       |            |             |            |           |               |             |                  |           |           |              |                 |                |             |
| Total Expenditures                                                                                                     | 4,762,700  | 414,400     | 799,000    | 266,900   | 709,600       | 708,800     | 270,600          | 148,200   | 155,400   | 644,900      | 0               | 0              | 644,900     |
| Tax Fund Expenditures                                                                                                  | 4,397,300  | 362,800     | 674,600    | 248,300   | 691,200       | 641,400     | 201,000          | 129,200   | 157,000   | 646,900      | 0               | 0              | 644,900     |
| Adjustments                                                                                                            |            |             |            |           |               |             |                  |           |           |              |                 |                |             |
| Ded. Cred. Adjustments                                                                                                 | 0          | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 0           |
| Other Non-tax Funds Adjustments                                                                                        | 0          | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 0           |
| Tax Funds Transfers                                                                                                    | 0          | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 0           |
| ISF Adjustments - Risk (SB 4 S1)                                                                                       | 8,100      | 1,500       | 2,700      | 0         | 1,200         | 1,400       | 600              | 0         | 0         | 700          | 0               | 0              | 0           |
| ISF Adjustments - Fleet (SB 4 S1)                                                                                      | 4,100      | 0           | 0          | 0         | 0             | 1,600       | 0                | 0         | 200       | 1,600        | 0               | 0              | 700         |
| Growth (SB 4 S1)                                                                                                       | 2,113,400  | 48,400      | 434,300    | 232,000   | 599,700       | 334,000     | 178,100          | 106,600   | 109,600   | 70,700       | 0               | 0              | 0           |
| Leases (SB 4 S1)                                                                                                       | 150,000    | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 150,000     |
| Central Administration (SB 4 S1)                                                                                       | 150,000    | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 150,000     |
| Student Information System                                                                                             | 330,000    | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 330,000     |
| Fuel and Power                                                                                                         | 76,000     | 31,200      | 6,600      | 0         | 0             | 27,900      | 0                | 0         | 0         | 10,300       | 0               | 0              | 0           |
| Salary (HB 4 S1)                                                                                                       | 931,900    | 182,200     | 217,100    | 27,400    | 59,100        | 226,000     | 61,800           | 23,500    | 29,400    | 93,900       | 0               | 0              | 11,500      |
| Salary (HB 3)                                                                                                          | 135,000    | 19,200      | 32,300     | 5,900     | 4,300         | 41,800      | 10,600           | 2,300     | 5,400     | 10,700       | 0               | 0              | 2,500       |
| Health (HB 4 S1)                                                                                                       | 327,300    | 96,500      | 72,300     | 800       | 40,000        | 38,500      | 14,400           | 13,400    | 5,100     | 46,100       | 0               | 0              | 200         |
| State Retirement (HB 4 S1)                                                                                             | 143,700    | 35,400      | 33,700     | 800       | 5,300         | 37,600      | 5,100            | 2,400     | 5,700     | 17,700       | 0               | 0              | 0           |
| O&M                                                                                                                    | 393,200    | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | 393,200      | 0               | 0              | 0           |
| Financing                                                                                                              |            |             |            |           |               |             |                  |           |           |              |                 |                |             |
| General Fund                                                                                                           | 7,500      | 100         | 1,200      |           | 900           | 2,600       | 100              |           | 200       | 1,700        |                 |                | 700         |
| Income Tax                                                                                                             | 4,389,800  | 362,700     | 673,400    | 248,300   | 690,300       | 638,800     | 200,900          | 129,200   | 156,800   | 645,200      |                 |                | 644,200     |
| Uniform School Fund                                                                                                    | 0          |             |            |           |               |             |                  |           |           |              |                 |                | 0           |
| Dedicated Credits                                                                                                      | 365,400    | 51,600      | 124,400    | 18,600    | 18,400        | 67,400      | 69,600           | 19,000    | (1,600)   | (2,000)      |                 |                | 0           |
| Federal Funds                                                                                                          | 0          |             |            |           |               |             |                  |           |           |              |                 |                | 0           |
| <b>2006-07 One-time Increases</b>                                                                                      |            |             |            |           |               |             |                  |           |           |              |                 |                |             |
| Total Expenditures                                                                                                     | (393,200)  | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | (393,200)    | 0               | 0              | 0           |
| Tax Fund Expenditures                                                                                                  | (393,200)  | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | (393,200)    | 0               | 0              | 0           |
| Adjustments                                                                                                            |            |             |            |           |               |             |                  |           |           |              |                 |                |             |
| O&M One-time Cut                                                                                                       | (393,200)  |             |            |           |               |             |                  |           |           | (393,200)    |                 |                |             |
| Financing                                                                                                              |            |             |            |           |               |             |                  |           |           |              |                 |                |             |
| General Fund                                                                                                           | 0          |             |            |           |               |             |                  |           |           |              |                 |                |             |
| Income Tax                                                                                                             | (393,200)  |             |            |           |               |             |                  |           |           | (393,200)    |                 |                |             |
| Uniform School Fund                                                                                                    | 0          |             |            |           |               |             |                  |           |           |              |                 |                |             |
| Dedicated Credits                                                                                                      | 0          |             |            |           |               |             |                  |           |           |              |                 |                |             |
| Federal Funds                                                                                                          | 0          |             |            |           |               |             |                  |           |           |              |                 |                |             |
| <b>2006-07 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)</b> |            |             |            |           |               |             |                  |           |           |              |                 |                |             |
| Total Expenditures                                                                                                     | 54,553,100 | 9,914,600   | 10,837,200 | 1,667,400 | 4,536,500     | 11,597,100  | 3,053,500        | 1,263,700 | 1,860,300 | 4,846,500    | 3,108,100       | 837,400        | 1,030,800   |
| Tax Fund Expenditures                                                                                                  | 48,196,500 | 8,694,800   | 8,952,000  | 1,566,900 | 4,317,600     | 9,748,700   | 2,693,900        | 1,073,700 | 1,729,400 | 4,443,200    | 3,108,100       | 837,400        | 1,030,800   |
| General Fund                                                                                                           | 40,910,800 | 7,772,900   | 7,817,000  | 879,200   | 2,935,000     | 8,655,500   | 2,065,800        | 911,500   | 1,446,500 | 4,098,200    | 3,108,100       | 837,400        | 383,700     |
| Income Tax                                                                                                             | 7,285,700  | 921,900     | 1,135,000  | 687,700   | 1,382,600     | 1,093,200   | 628,100          | 162,200   | 282,900   | 345,000      | 0               | 0              | 647,100     |
| Uniform School Fund                                                                                                    | 0          | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 0           |
| Dedicated Credits                                                                                                      | 6,356,600  | 1,219,800   | 1,885,200  | 100,500   | 218,900       | 1,848,400   | 359,600          | 190,000   | 130,900   | 403,300      | 0               | 0              | 0           |
| Federal Funds                                                                                                          | 0          | 0           | 0          | 0         | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 0           |

2006-07 UTAH COLLEGE OF APPLIED TECHNOLOGY APPROPRIATIONS SUMMARY (including 2005-06 Supplementals)

March 2, 2006

|                                                                                                                                                                                 | Total | Bridgerland | Davis | Dixie | Mountain-land | Ogden-Weber | Salt Lake-Tooele | Southeast | Southwest | Uintah Basin | UCAT Custom Fit | UCAT Equipment | UCAT Admin. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------|-------|-------|---------------|-------------|------------------|-----------|-----------|--------------|-----------------|----------------|-------------|
| <u>2006-07 Work Program Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)</u> |       |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Total Expenditures                                                                                                                                                              | 0     | 0           | 0     | 0     | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 0           |
| Tax Fund Expenditures                                                                                                                                                           | 0     | 0           | 0     | 0     | 0             | 0           | 0                | 0         | 0         | 0            | 0               | 0              | 0           |
| Adjustments                                                                                                                                                                     |       |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Ded. Cred. Adjustments                                                                                                                                                          | 0     |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Other Non-tax Funds Adjustments                                                                                                                                                 | 0     |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Tax Funds Transfers                                                                                                                                                             | 0     |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Other                                                                                                                                                                           | 0     |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Other                                                                                                                                                                           | 0     |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Financing                                                                                                                                                                       |       |             |       |       |               |             |                  |           |           |              |                 |                |             |
| General Fund                                                                                                                                                                    | 0     |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Income Tax                                                                                                                                                                      | 0     |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Uniform School Fund                                                                                                                                                             | 0     |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Dedicated Credits                                                                                                                                                               | 0     |             |       |       |               |             |                  |           |           |              |                 |                |             |
| Federal Funds                                                                                                                                                                   | 0     |             |       |       |               |             |                  |           |           |              |                 |                |             |

2006-07 Revised Ongoing Authorized Budget Ties to A1 Budgets

|                       |            |           |            |           |           |            |           |           |           |           |           |         |           |
|-----------------------|------------|-----------|------------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|---------|-----------|
| Total Expenditures    | 54,553,100 | 9,914,600 | 10,837,200 | 1,667,400 | 4,536,500 | 11,597,100 | 3,053,500 | 1,263,700 | 1,860,300 | 4,846,500 | 3,108,100 | 837,400 | 1,030,800 |
| Tax Fund Expenditures | 48,196,500 | 8,694,800 | 8,952,000  | 1,566,900 | 4,317,600 | 9,748,700  | 2,693,900 | 1,073,700 | 1,729,400 | 4,443,200 | 3,108,100 | 837,400 | 1,030,800 |
| General Fund          | 40,910,800 | 7,772,900 | 7,817,000  | 879,200   | 2,935,000 | 8,655,500  | 2,065,800 | 911,500   | 1,446,500 | 4,098,200 | 3,108,100 | 837,400 | 383,700   |
| Income Tax            | 7,285,700  | 921,900   | 1,135,000  | 687,700   | 1,382,600 | 1,093,200  | 628,100   | 162,200   | 282,900   | 345,000   | 0         | 0       | 647,100   |
| Uniform School Fund   | 0          | 0         | 0          | 0         | 0         | 0          | 0         | 0         | 0         | 0         | 0         | 0       | 0         |
| Dedicated Credits     | 6,356,600  | 1,219,800 | 1,885,200  | 100,500   | 218,900   | 1,848,400  | 359,600   | 190,000   | 130,900   | 403,300   | 0         | 0       | 0         |
| Federal Funds         | 0          | 0         | 0          | 0         | 0         | 0          | 0         | 0         | 0         | 0         | 0         | 0       | 0         |

March 1, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University – Bachelor of Arts and Bachelor of Science Degrees in Religious Studies – Action Item

**Issue**

Officials at Utah State University propose to offer Bachelor of Arts and Bachelor of Science Degrees in Religious Studies beginning Fall, 2006. The institutional Board of Trustees approved the degree proposal in April, 2005.

**Background**

It is believed that religion is one of the most powerful social forces in human society, and there is a need to understand the major religious traditions and how religions work in social contexts.

Religion figured in the settlement of several areas in the United States--the Presbyterians and Congregationalists in Massachusetts Bay, the Baptists in Rhode Island, and the Quakers in Pennsylvania. But Utah is the only state in the nation whose settlement and subsequent development resulted from the actions of the members of a single religious group. Utah started out as the "Mormon state."

No one can live in Utah without recognizing this unique heritage. Thus, officials from USU believe it is essential that people in Utah have the opportunity to learn to ask appropriate questions about religion, to understand how religion shapes their lives, and to use that understanding to maintain civil discourse in the state.

The USU Religious Studies Program will provide a neutral place in which to discuss and research religion, provide cultural literacy about religion, and prepare students for careers in fields that work with and for religious groups and organizations.

### Policy Issues

Other USHE institutions have reviewed the program proposal and no policy issues were raised.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah State University to offer a Bachelor of Arts and Bachelor of Science Degree in Religious Studies beginning Fall semester, 2006.

---

Richard E. Kendell, Commissioner

REK/PCS  
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer Bachelor of Arts and Bachelor of Science Degrees in Religious Studies

Utah State University

Prepared for  
Richard E. Kendell  
By  
Phyllis C. Safman

March 1, 2006

## **Section I The Request**

Utah State University requests approval to offer Bachelor of Arts and Bachelor of Science Religious Studies Degrees effective Fall, 2006. This program has been approved by the institutional Board of Trustees on April 8, 2005.

Utah State University intends to create a Religious Studies program with an undergraduate major and minor to begin in the Fall of 2006. This program would primarily use courses already taught by faculty in a number of different departments. It will, however, add to USU's faculty the Charles Redd Chair in Religious Studies, endowed by the Redd Foundation, and the Leonard J. Arrington Chair of Mormon History and Culture, endowed by a number of individuals and organizations. Fund raising for Religious Studies will be ongoing, with the intent that further endowed positions will be added, library resources secured, and scholarships and fellowships funded. In the long-term, MS and MA degrees may be added to the degrees offered by the program.

The Religious Studies program will be headed by the Director of Religious Studies, reporting to the Dean of the College of Humanities Arts and Social Sciences.

## **SECTION II Program Description**

The Religious Studies program will offer an interdisciplinary minor and an interdisciplinary BA/BS in Religious Studies. The BA track would require sixteen hours in a single language, while the BS would require students to take courses on quantitative or clinical methods.

The program would require a total of 36 hours of credit for the major and 15 credits in a complementary minor.

Students would begin their course of study by taking two lower-division courses, one a survey of religions and the other a methodology course.

In the upper division, students would take 27 hours of course work distributed over three areas: Cultural Inquiry (humanistic approaches), Scientific Inquiry (social scientific approaches), and Doctrinal Inquiry (philosophical and theological approaches).

At the end of the program, students completing either the BA or the BS would take a capstone seminar. Students in this course write a substantial research paper dealing with a Religious Studies topic, demonstrating their command of the research methods, documentation and style of professional communication used in the discipline.

The minor in Religious Studies would require the same two lower division courses as the major and at least one upper-division course from each of the three areas of approach.

## **Purpose and Outcomes of the Religious Studies Degree**

The proposed degree program is being offered to provide an educational opportunity that is not available to students in the state of Utah. It will prepare students for a number of career options, as well as providing a broad liberal arts degree.

## OUTCOMES

Graduates of the Religious Studies program will demonstrate the ability to:

1. Understand the influence of religion on culture and culture on religion.
2. Analyze the influence of religious value systems on individuals.
3. Apply appropriate methods of research and argumentation to questions concerning religion and culture.
4. Communicate their findings in clear, well-reasoned writing.
5. Demonstrate cultural literacy concerning the major religions of the world.

## Institutional Impact

Religious Studies will be a program of the College of Humanities, Arts and Social Sciences. Its director, who will have a 25 percent assignment in the beginning, will report to the dean of the College. Initially, staff support for the program will come from a Staff II secretary housed in the History Department. Over the first five years of the proposed program, the assignment of the director and the staff support will slowly increase.

Because Religious Studies primarily uses courses already in existence in the curriculum, its immediate impact on the existing budget will be negligible. Moreover, because of the fund raising for Religious Studies, it is adding private money to the budget to support teaching in the subject. As the program grows, it will be necessary to slowly add staff support. Learning resources required are primarily library materials. Gaps in current collections will be plugged using grant money, and the library's buying profile will incorporate the needs of the Religious Studies program. Fund raising and solicitation of gifts of books will continue.

The proposed degree program can begin with the addition of one faculty member, the Redd Chair. Its continued expansion depends on the fund raising that is ongoing. According to the external consultants, it can operate with the courses now available.

## Faculty

Because Religious Studies is an interdisciplinary major, it will use existing faculty and courses from many departments. Most of the courses it will use currently exist, and they are staffed with tenure track, Ph.D. faculty. See Appendix C.

To add important new areas to the curriculum, the program will fill two endowed senior chairs in 2006.

1. The Charles Redd Chair in Religious Studies – A senior scholar in Religious Studies who can teach Religious Studies methodology. This chair has been funded by the Charles W. Redd Foundation.
2. The Leonard J. Arrington Chair in Mormon History and Culture – a senior scholar who will give USU prominence in the field and make use of a superb research collections. This person will teach in the field of Mormon history and culture. Fund raising for this chair is ongoing, with forty-five donors to date.

As fund raising permits, three endowed assistant professorships will be created. The current plan is for the following, but, depending on the academic specialty of the Redd Chair, this list may change.

1. Assistant Professor of Islamic Studies. Because USU does not have faculty members whose specialization is Islamic religion and culture, this position will fill that need. Fund raising for it is ongoing.
2. Assistant Professor of Judaism and the Hebrew Bible. Because USU does not have a scholar who works directly in the Jewish scriptural tradition, someone who can teach in that field will be sought. Fund raising for the position is ongoing.
4. Assistant Professor of Asian religions. This person will be a specialist in a major religious tradition of Asia, either Buddhism or Hinduism, teaching courses that introduce students to those traditions. Fund raising is ongoing for this position.

All of these faculty members will hold joint appointments in Religious Studies and appropriate existing departments. For example, the Arrington Chair in Mormon History and Culture would be jointly appointed in Religious Studies and History.

### **Staff**

In the beginning, the program will need a 50 percent time secretarial/clerical position to set up and maintain the records of the proposed program and to serve as a receptionist. This position will grow at the rate of 10 percent a year toward 100 percent over the first five years as enrollment increases.

Three or four adjunct instructors will be needed each year initially to supply special courses as need and opportunities dictate. For instance, a Tibetan Zen master might be invited to offer an introduction to Zen Buddhism, or an expert on the archaeology of Palestine might be invited to offer a class. These needs would vary from year to year.

Advising would be done by the program director until it becomes large enough to need a more formal advising structure.

### **Library and Information Resources**

A survey of USU library resources undertaken at the direction of the Vice Provost for Libraries finds that the holdings are very strong in some areas, such as Christianity, and deficient in other areas, such as Islam, Buddhism and Hinduism. In order to meet the standards for holdings for a quality Religious Studies program, approximately \$36,000 worth of new acquisitions are needed each year. The Tanner Charitable Trust has endowed the Religious Studies program to cover this cost.

Holdings in Special Collections and Archives are very strong in Mormon subjects and remarkably good in early modern European religious history. A century of field work by USU faculty in the Islamic world has provided the University archive with a very broad collection that could be used to study religion and cultural change in the Maghreb and the arid Middle East.

### **Admission Requirements**

Students will be admitted to the Religious Studies major and minor if they are in good standing with the University. Transfer students will be admitted if they have a 2.5 GPA.

### **Student Advisement**

Advising would be done by the program director until it becomes large enough to need a more formal advising structure. It would follow the norms for advising at USU, with the director working with the advising staff in the College of Humanities, Arts and Social Sciences Advising Center.

### **External Review and Accreditation**

External consultants were involved in creating the proposed program:

Prof. Jan Shipps, Dept. of Religious Studies, Indiana University Purdue University Indianapolis, emerita. A member of the external advancement committee, Prof. Shipps has been involved from the start. An experienced administrator and fund raiser who built the Religious Studies Department at IUPUI, she is a USU alumna and a leading expert on Mormon history and culture.

Prof. Peter Kaufman, Dept. of Religious Studies, University of North Carolina, Chapel Hill. A seasoned administrator, Prof. Kaufman was brought in to review our plan for the degree and to consult with our planning committee. He is an internationally known expert on Reformation history.

Dr. Carey Gifford, Director of Academic Relations, American Academy of Religion. Dr. Gifford provided information about demand for the degree, assessment, and other issues. The American Academy of Religion is the professional organization with which Religious Studies programs and faculty affiliate.

Prof. Robert Orsi, Charles Warren Prof. of American Religion at Harvard Divinity School and Chair of the Committee for the Study of Religion at Harvard. Formerly Chair of the Department of Religious Studies at Indiana University, Orsi has been consulted about how to build an interdisciplinary program in Religious Studies. The Harvard program is structured much like the proposed USU program.

There is no external accrediting body for Religious Studies. Therefore, no special accreditation will be sought.

### **Projected Enrollment**

The ratio of projected FTE Religious Studies majors relative to FTE Religious Studies dedicated faculty does not include other faculty providing courses used by Religious Studies majors because they will not be paid from Religious Studies funds.

| FTE    | Students | Religious Studies Faculty | Ratio  |
|--------|----------|---------------------------|--------|
| 2005-6 | 20       | 1                         | 20:1   |
| 2006-7 | 25       | 2                         | 12.5:1 |
| 2007-8 | 35       | 3                         | 11.6:1 |
| 2008-9 | 50       | 4                         | 12.5:1 |
| 2009-0 | 60       | 5                         | 20:1   |

### SECTION III Need

It is believed that religion is one of the most powerful social forces in human society, and there is a need to understand the major religious traditions and how religions work in social contexts if graduates are to be effective citizens. The USU Religious Studies program will provide a neutral place in which to discuss and research religion, provide cultural literacy about religion, and prepare students for careers in fields that work with and for religious groups and organizations.

Religious Studies will focus on issues that involve values, ethics, power and morality, and their institutional and individual expression in all cultures. Religious Studies graduates will be trained to grapple with the problems of colliding belief systems, and are aware of ways in which conflict and good intentions can serve the interests of powerful institutions. In particular, Religious Studies teaches the critical evaluation of competing claims and methods of resolving these.

Teaching about religion, not proselytizing for any religion, not denigrating any religion, Religious Studies asks a set of critically significant questions, some of which are:

1. How do religious ideals create behavioral logic among believers?
2. How do value systems affect political structures and choices?
3. How does a new religion make its way into the world, bringing with it new understandings of truth and a new understanding of reality?
4. What happens as an innovative religious movement either turns into or fails to develop into a new religious tradition?
5. What part of a tradition's literature becomes sanctified as scripture, and by what process does this happen?
6. How critical to the preservation of a faith tradition are its founders, early leaders, and those who first believe?
7. To what extent do new religions flourish because of the particular time and place in which they are introduced to the world?
8. How do traditions escape the culture in which their formation occurred in order to become world religions?
9. When and how do economic, social or scientific changes alter religions, and how do traditional religions shape and adapt to the alterations?

Students will learn appropriate ways to reach reasoned conclusions, based upon research, to these sorts of questions. These questions are important in every sphere of life and in every culture, and it is important that students have the opportunity to study them. But Utah has another reason for needing such a program.

Religion figured in the settlement of several areas in the United States--the Presbyterians and Congregationalists in Massachusetts Bay, the Baptists in Rhode Island, and the Quakers in Pennsylvania come to mind--but Utah is the only state in the nation whose settlement and subsequent development resulted from the actions of the members of a single religious group. Even though there were large numbers of pioneer Utahns who were not Latter-day Saints and even though the proportion of people who have no connection to the Church of Jesus Christ of Latter-day Saints increases each year, Utah started out as the "Mormon state." No one can live in Utah without recognizing this unique heritage, or noting that much of political life still centers on questions of religious identity. It is essential that people in Utah are

taught to ask appropriate questions about religion, to understand how religion shapes their lives, and use that understanding to maintain civil discourse in the state.

### **Labor Market Demand**

Like all degrees in the liberal arts, Religious Studies provides broad preparation for understanding and functioning effectively in the complex modern world. There is no more vexing problem in modern society than religious conflict and the ways in which world views collide. This degree models approaches to understanding value systems and their impact on individual and group behavior. It also prepares students to understand the nuances of cultural communication and failure to communicate. It is hard to imagine an area of human endeavor in which an understanding of the power religious value systems is not important.

As for market demand beyond the broad, enriching value of the curriculum, students with degrees in Religious Studies work in a variety of fields. A degree in Religious Studies is a stepping stone to ordination in many religious groups, preparing students for graduate in theology and careers as clergy. It is a road to employment in charitable organizations that perform social and mission work, whether or not affiliated with a particular religious group. It is often used as an avenue into the world of human resources work in business and in religious organizations. The religious education, broadcasting, and publishing industries employ religious studies majors in many contexts.

A recent survey by the Duke University Department of Religious Studies shows that many diverse careers have been built on a religion major. This underscores the fact that a religion major is valuable in its own right but can also function as excellent preparation for diverse professions and careers.

- \* 35% are professionals of various kinds -- city managers, bankers, engineers, journalists, etc.
- \* 19% are in a variety of ministerial professions -- clergy, directors of religious education, etc.
- \* 14% are educators -- teachers, college professors
- \* 8% are in legal professions -- attorneys, judges
- \* 18% are medical professionals -- doctors, dentists, or other health professionals
- \* 6% are in other fields

Importantly, students with bachelors and masters in Religious Studies are sought to teach religion in religious schools. For instance, Mr. Dan John, Director of Religious Education for the Catholic Diocese of Utah, indicates that Religious Studies would be "a great aid to our search for qualified instructors." The Church Education System of the LDS Church has a similar enthusiasm for Religious Studies as a place where Seminary and Institute staff may acquire a broad familiarity with world religions.

Col. Lynn Hunt, commandant of the chaplains in the Utah National Guard, indicates that there would be a steady demand for Religious Studies courses and graduates in the military chaplaincy. Chaplains, and Chaplains Assistants, could be trained at USU. Moreover, he envisions that activated National Guard and Reserve officers being sent to the Middle East and elsewhere would be sent to USU for courses that prepare them to deal sensitively with the religious values of the regions to which they are assigned.

Many people who earn degrees in Religious Studies continue with their schooling. Some go to law school, some to seminaries for ordination, and some earn their doctorates and work in universities and colleges.

As with all liberal arts degrees, the connection between employment and a degree in Religious Studies is not always a direct one. Instead, the knowledge and the skills in research, writing and argumentation

inculcated by the degree make its possessors marketable in many places. It is an education for citizenship and leadership as much as an education for a first job.

### **Student Demand**

Student interest has been very high. Since news of USU's intent to create the proposed program was made public, there have been expressions of interest from all over Utah and from across the US. Because the planning process has involved so many people, students have been lining up before they could be enrolled. Many are traditional undergraduates, but there have been requests from students at Extension sites, who hope the program could be delivered through Distance Education, and from senior citizens centers and the public at large. Many of those who have expressed an interest are already employed in fields in which a credential in Religious Studies would improve their career prospects, such as religious education.

In the national context, the demand for degrees in Religious Studies has been rising rapidly. The American Academy of Religion's census of Religious Studies Programs reports that during the four-year period (1996–97 to 1999–2000), enrollment in religion courses increased by over 15 percent, while the number of religion majors increased, during the same time, by 25 percent. In absolute numbers, religion courses had 685,000 students enrolled in 1999–2000 and 593,000 enrolled in 1996–97.

<http://www.aarweb.org/departments/census/undergraduate/census.pdf>

Given the level of interest, USU officials are confident that the program will quickly attract a significant number of majors. If proper recruitment is undertaken, 10-20 students are expected in the first year.

### **Similar Programs in the Region**

The only Religious Studies degree programs offered in the Intermountain Region are at Colorado State University and the University of Colorado at Boulder. Because of the endowed chairs, the USU Religious Studies program will have a tighter curriculum than that at CSU.

The following western institutions offer degrees in Religious Studies

1. Colorado State University, BA
2. University of Colorado, Boulder BA/MA
3. University of Nebraska, Lincoln BA/MA
4. University of New Mexico, BA/MA
5. University of Washington, BA/MA
6. Arizona State University, BA/MA
7. University of Arizona, BA/MA/PHD
8. University of California, Davis, BA
9. University of California, Los Angeles, BA/MA/PHD
10. Oregon State University, MA only

### **Collaboration with and Impact on Other USHE Institutions**

No USHE institution offers baccalaureate degrees in Religious Studies. A Religious Studies minor has been approved at UVSC, but it does not offer a major.

**Benefits to USU and the USHE** For the first time, the state of Utah and Utah State University will have a curriculum that explicitly addresses the role of religion in culture. Given the history of Utah and the world situation, it is very important to have people who are trained to understand religion and culture. While some

graduates will be enabled to work in related fields, other students will benefit from the dialogue on religion and culture promoted by the major.

### **Consistency with Institutional Mission**

Religious Studies is in keeping with USU's mission and goals as one of Utah's two "research intensive" institutions of higher education. Religious Studies will provide high quality undergraduate education that prepares students with a broad liberal education while giving them an education leading to employment in religious education, community service, and related fields.

Thanks to its endowed chairs, the USU Religious Studies program is likely to provide a nationally and internationally acclaimed program of basic and applied research in the fields of religion and culture, helping society meet its scientific, technological, environmental, economical, and social challenges.

## **SECTION IV Program and Student Assessment**

### **Assessment Plan for the Religious Studies Program**

#### **Outcomes of the Program**

Graduates of the Religious Studies Program will demonstrate the ability to:

1. Understand the influence of religion on culture and culture on religion.
2. Analyze the influence of religious value systems on individuals.
3. Apply appropriate methods of research and argumentation to questions concerning religion and culture.
4. To communicate their findings in clear, well-reasoned writing.
5. Demonstrate a cultural literacy concerning the major religions of the world.

#### **Assessment Methods**

The proposed program will expect faculty teaching courses used in its degree programs to prepare syllabi that clearly tie their course work to the goals of the program. It will be the job of the program's director and steering committee to examine syllabi proposed for inclusion.

Students entering the program, upon declaring their majors, will be asked to complete a survey providing basic demographic information about their backgrounds and goals, as well as a self-assessment of their skills in critical thinking, writing, languages, in addition to stating what they expect to gain from their studies of religion. These surveys will provide a base-line for assessing student performance and satisfaction.

Religious Studies will develop its own survey instrument to be used at the beginning of each class in its roster that will ask students to assess their knowledge and critical skills in relation to the subject of the course and the Religious Studies program. The same instrument will be used at the end of the course, inviting students to analyze the degree to which the course carried out the program's goals. These surveys will be used in conjunction with the University's assessment instruments. This is especially important because the director of Religious Studies will not have direct access to course evaluations. Those

evaluations go to the department heads of the instructors' home departments. The director of Religious Studies and the steering committee will use these evaluations to address both the value of courses for the program and their impact on student learning.

The director of Religious Studies will be responsible to organize peer reviews of teaching in the program.

Because all students taking a degree in Religious Studies must complete the Religious Studies capstone seminar, the seminar will be used as an assessment venue. The research papers written by students in the seminar will invite students to demonstrate their mastery of the program's outcomes.

When majors in Religious Studies apply for graduation, they will be asked to complete a written assessment of the program, reflecting on how its goals have been met. This exit survey will be matched with exit interviews with a statistically significant number of graduates.

The exit survey will be used to gather data that will inform further educational expectations of graduates. This information will be matched with the information collected in USU's annual survey of the previous year's graduating class.

The program director will hold an annual assessment meeting with the entire faculty who teach in the proposed program. The director will present the findings of the surveys and exit interviews and invite the faculty to reflect on what changes and innovation could be used to improve the quality of the proposed program. It will be the job of the director to engineer those changes in the curriculum, ensuring continuous quality improvement.

## **SECTION V**

### **Finance**

SEE ATTACHED BUDGET SHEET FOR THE 5 YEAR BUDGET PROJECTION

#### **Funding Sources**

The funding for Religious Studies will come primarily from external gifts. There will be some internal restructuring of work loads and some use of tuition funds which will be negligible. There will be no reallocation.

## Appendix A

### Program Curriculum.

The following courses are in the plans for the degree. The only new courses that must be created are the three core Religious Studies courses, RELS 1010, 2010, and 4990. More courses will be added as funds are raised to fill the positions in Jewish Studies, Islamic Studies, and Asian religions. Moreover, once the degree is in place, departments will provide courses more explicitly tied to Religious Studies. The departments of Art and English already have such courses going through the approval process.

#### RELS1010 Religion and Culture 3

Explores the ways in which religions shape cultures and cultures shape religions. It will cover the major modern religions. This will be a general education course.

#### RELS 2010 Introduction to Religious Studies Methodology 3

A pre-major course, this class helps students to understand the discipline of religious studies. It explores what questions religious studies asks and the methods used to answer those questions.

#### RELS 4990 Religious Studies Capstone 3

Students in this course write a substantial research paper dealing with a Religious Studies topic, demonstrating their command of the research methods, documentation and style of professional communication used in the discipline.

### All Program Courses

#### 1. General Education Core Courses

#### 2. Foundation Courses

RELS 1010, Religion and Culture 3

RELS 2010, Introduction to Religious Studies Methodology, 3

#### 3. Elective Courses

### SECTION II: UPPER-DIVISION COURSES, 27 credits

Complete *at least* 6 credits of course work in each of the three following divisions. The TOTAL course work in this section must be at least 27 credits.

### CULTURAL INQUIRY

Courses in this section use the methods of the arts and humanities to explore religious expression and the ways in which religion and behavior interact over time.

Select at least TWO of the following:

**Engl 3070 (DHA). Perspectives in Folklore.** In-depth study of folklore for nonmajors. Topics vary according to faculty expertise. Also taught as Hist 3070. (3 cr) (F)

**Engl 3700 (CI). Regional Folklore.** Study of folklore and folklife as a regionalizing process. Regions examined through their folk culture include Brittany in Northwest France, the pine Barrens of New Jersey, and the Mormon cultural region of the Intermountain West. Also taught as Hist 3700. (3 cr) (F)

**Hist 3110 (DHA, CI). Ancient Near East.** Survey of history and civilization of ancient Mesopotamia, Egypt, and Israel, from prehistory to 500 B.C. Writing intensive. Prerequisite: Engl 2010 or equivalent. Also taught as Art 3110. (3 cr)

**Hist 3150 (DHA, CI). Roman History.** History of Rome from Neolithic era to "fall" of the Western Empire. Special emphasis on politics, art, literature, and civilization. Writing intensive. Prerequisite: Engl 2010. (3 cr)

**Hist 3220 (DHA, CI). Medieval European Civilization, 500-1500.** Provides students with overview of major themes in medieval European history from 500 to 1500 A.D. Also introduces major historiographical problems related to this period. Writing intensive and document based. Prerequisite: Engl 2010 or equivalent. (3 cr)

**Hist 3230. Early Modern Europe.** Explores major themes of early modern European history, such as secularization, the rise of the nation state, the Reformation, and the birth of capitalism. Introduces major historiographical issues of the period. Reading and writing intensive. Prerequisite: Engl 2010 or equivalent. (3 cr)

**Hist 3250. Renaissance Europe 1300 to 1520.** Emphasizing writing and primary sources, covers significant changes in Europe in government, society, and intellectual life caused by the Black Death, the humanist revolution in arts and literature, and the centralizing efforts of popes and monarchs. (3 cr)

**Hist 3410. The Modern Middle East.** Examines history of the Middle East (Arabian peninsula, Fertile Crescent, Egypt, Iran, and Turkey), with special emphasis on social and political currents which have shaped the area's history. (3 cr)

**Hist 3460. Comparative Asian History.** Surveys history of Asian continent, analyzing common patterns in the cultures of West, South, Southeast, and East Asia. (3 cr)

**HIST 3850 DHA History of Utah (3)** Prehistory to the present. Examines environment and peoples of Utah, emphasizing use of primary documents to view and interpret Utah's past. Reading and writing intensive. Requires use of USU Special Collections and Archives. Prerequisite: ENGL 2010. (Sp)

**Hist 4210. Celtic Europe.** History of Celtic peoples in British Isles, Scandinavia, and continental Europe, from Neolithic times to the Norman Conquest in 1066. Computer intensive. (3 cr) (F,Sp)

**Hist 4230 (DHA, CI). The History of Christianity in the West.** Introduces students to history of Christian spirituality, asking how Christianity has been lived and how it has shaped lives over two thousand years. Uses original sources to introduce both the history and the historiographical problems surrounding the Christian religion. Writing intensive. (3 cr)

**Hist 4250. The Reformation in Britain: 1450-1688.** Focuses on major research questions in the field of early modern studies. Explores causes and consequences of English Reformation and British Civil War. Writing and research intensive. (3 cr)

**HIST 4790 American Religious History (3)**

Varieties of American religious experience from settlement to the present.

### **SCIENTIFIC INQUIRY**

Courses in this section use the methods of the social sciences to explore religious values and behavior on an individual and a societal level.

Select at least TWO of the following:

**Anth 3160 (DSS). Anthropology of Religion.** Cross-cultural description and theoretical analysis of religion and its functional relationships to human psychology, society, and the natural environment. (3 cr) (F)

**Anth 31702 (DSS, CI). Symbol Systems and the Origins of Writing and Literacy.**

Discusses four broad themes: (1) humans as symbol-makers; (2) the development of writing systems; (3) the decipherment of ancient scripts; and (4) social construction of literacy. Specific topics include: cave art and myth, decipherment of Egyptian and Mayan hieroglyphics, and the place of literacy in society. Prerequisites: Any one of USU 1320, Anth 1030, Anth 3350, Hist 1040, Hist 3110, or permission of instructor. (3 cr) (F)

**Anth 4110 (DSS) (d6110). Southwest Indian Cultures, Past and Present.** Reviews past and present Indian cultures of greater southwest region. Examines the prehistoric Anasazi, the Pueblos, the canyon and desert peoples, the Utes, and the Navajos. Interprets these cultures in ecological, historic, and political contexts. (3 cr) (F)

**Anth 41302 (DSS). Medical Anthropology: Matter, Culture, Spirit, and Health.**

Examines the bio-ecological (matter) and socio-cultural aspects of disease/illness in human populations and examines "spiritual" dimensions of health in cross-cultural context. Includes methods component for anthropology majors and serves as a Liberal Arts and Sciences cluster capstone course. (3 cr) (Sp)

**Phil 3750. Religion and Science in the Modern World.** Study of problems addressing the relation of religion to science in the modern world (e.g., evolution, Big Bang, origin of life). (3 cr) (Sp)

**Psy 3500 (DSS). Scientific Thinking and Methods in Psychology.** Social science research is commonly reported by the media, and by political and governmental interests. Students learn how to legitimately interpret such research through a study of accepted research methods and analysis procedures, and through critical study of the common interpretive mistakes made by media writers. Prerequisites: Psy 1010 and 2800. (3 cr) (F,Sp)

**Psy 3510 (DSS). Social Psychology.** Study of the individual in society; problems, theories, and methods of social psychology; will relate reading assignments to current social issues. Prerequisite: Psy 1010. (3 cr) (F,Su)

**Psy 4420 (DSS). Cognitive Psychology.** In-depth study of basic concepts, methods, and theories involved in perception, memory, and thinking. Lab required. Prerequisite: Psy 1010. (3 cr) (Sp)

**Psy 4430. Cognitive Psychology Laboratory.** Required laboratory, designed to accompany Psy 4420. Focuses on conducting cognitive experiments via computer simulations and sampling data collection. Designed to increase skills in designing data collection and interpreting experimental data. (1 cr) (Sp)

**Soc 3500. Social Psychology.** Explores interaction between the social system and the individual. Examines human behavior in terms of positions people occupy in the social structure. (3 cr) (F,Sp)

**Soc 4330. Sociology of Religion.** Discussion sociologists to understand social dimensions influences and is influenced by other societal economy, and the class system. (3 cr) (F)

### **DOCTRINAL INQUIRY**

Courses in this section use the methods of philosophy and theology, exploring systems of belief and major theological models.

Select at least TWO of the following:

**Phil 3100 (CI). Ancient Philosophy.** Development of philosophical thought in the Ancient Greek world. Readings from the pre-Socratics, Plato, Aristotle, the Stoics, and Epicureans. (3 cr) (F)

**Phil 3110. Medieval Philosophy.** Neo-Platonism with stress on Plotinus, St. Augustine, and early Christian philosophy; early medieval thought; St. Thomas Aquinas and the rise of scholasticism; and philosophical thought in the Renaissance. (3 cr) (Sp)

**Phil 3120 (CI). Early Modern Philosophy.** Philosophers and philosophical disputes in Western Europe from 1400-1750. Figures and topics may include: Bacon,

Hobbes, Descartes, Locke, Hume, nominalism, empiricism, rationalism, religion, politics, and morals. (3 cr) (F)

**Phil 3700. Philosophy of Religion.** Problems in defining “religion” and the existence of God; the problem of evil; the immortality of the soul; religious experience; faith; alternatives to theism; religious language. (3 cr) (F)

**Phil 3710. Philosophies of East Asia.** Study of three Asian philosophies: Confucianism, Taoism, and Buddhism. Focus on appreciating the merits of each system of thought. Emphasis on class discussion and participation. (3 cr) (F)

**Phil 3720. Philosophical Theology After Kant.** Explores attempts to reconstruct the reasonable basis of religion in the two centuries after the Enlightenment. (3 cr) (F)

**Phil 3730 (CI). Philosophy of the New Testament.** Historical and intellectual context of the development of the New Testament. Character, ideas, and historical setting of the various documents. (3 cr) (Sp)

**Phil 4300 (DHA). Epistemology.** Study of foundations of knowledge and belief systems, and related topics in epistemology, including perception, certainty, and skepticism. (3 cr) (F)

#### **4. Capstone**

##### **RELS 4990 Religious Studies Capstone Course.**

Students in this course write a substantial research paper dealing with a Religious Studies topic, demonstrating their command of the research methods, documentation and style of professional communication used in the discipline. (3 cr)

**Total Number of Credits: 36**

#### **4. Degree Options**

Students in the program may work towards either:

-a *Bachelor of Arts* degree, focusing their work on Religious Studies in cultural questions, with sufficient course work in a foreign language. (Students should consider Latin, Greek, Hebrew, Chinese, or Arabic languages offered by U.S.U.) -- *OR* –

-a *Bachelor of Science* degree, focusing their work on Religious Studies in quantitative or clinical questions.  
(Students should consider classes such as SOC 3110 [Methods of Social Research], SOC 3120 [Social Statistics].)

## Appendix B

### Program Schedule

|               | YEAR 1         | YEAR 2                                        | YEAR 3                                                                                 | YEAR 4                                  |
|---------------|----------------|-----------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------|
| <b>FALL</b>   | RELS<br>1010 3 | A course from<br>Cultural<br>Inquiry block 3  | A course from Science<br>Inquiry block 3;<br>A course from doctrinal<br>inquiry 3      | elective course 3;<br>elective course 3 |
| <b>SPRING</b> | RELS<br>2010 3 | A course from<br>Doctrinal<br>Inquiry block 3 | A course from Science<br>Inquiry block 3;<br>A course from Cultural<br>Inquiry block 3 | RELS 4990 3<br>Capstone                 |

## Appendix C

### Faculty

Because Religious Studies is an interdisciplinary major, it will use existing faculty and courses from many departments. Most of these courses currently exist, and they are staffed with tenure track faculty members who have doctorates. This use of faculty from many disciplines is normal in Religious Studies programs across the nation. To quote Robert Orsi, the Chair of the Committee for the Study of Religion at Harvard, "The Study of Religion . . . draws its faculty from across the university. We offer courses that explore men and women's engagement with the world in the idioms of religious traditions, in the present and in the past, and in many different religious contexts . . . and in all the media of religious practice and imagination (scriptures, theologies, rituals, practice, ethics, and so on). Some of us work primarily as historians, others as scholars of texts, others as anthropologists, although the boundaries among these methodologies are never firm and part of what's exciting about the discipline are the conversations that take place across such disciplinary lines."

**BRUNSON, MARK WILLIAM** (1992) Assoc. Prof., Environment and Society; Adjunct Assoc. Prof., Forest, Range, and Wildlife Sciences. BA 1974 State University of New York (Binghamton), MS 1989, PhD 1991 Oregon State University.  
Contributing expertise: Spirituality and Environmental thought  
Courses taught:  
ENVS 3300 Environment and Society

**CONTE, CHRISTOPHER A.** (1995) Assoc. Prof., History. BA 1981 Allegheny College, MA 1986, MA 1987 Ohio University, PhD 1994 Michigan State University.  
Contributing expertise: Non-monotheistic African Religions  
Courses taught:  
Hist 4910 African Religions

**COOPER, CHRISTINE.** (2004) Assist. Prof., English, English Honors BA 1992 University of Massachusetts/Amherst, M.F.A. Creative Writing 1994, Bowling Green State University, M.A. Medieval Studies (1996) University of Connecticut, Ph.D. Medieval Studies (2004) University of Connecticut.  
Contributing expertise: Medieval mysticism and hagiography  
Courses taught:  
Eng 4340 ST: Hagiography  
Eng 4350 ST: Mystical Poetry

**CRAPO, RICHLEY H.** (1970) Prof., Sociology, Social Work and Anthropology, Psychology. BA 1967 California State University (Fullerton), MA 1968, PhD 1970 University of Utah.  
Contributing expertise: Anthropology of Religion, Anthropology of Mormonism  
Anth 3160 Anthropology of Religion

**DAMEN, MARK L.** (1988) Assoc. Prof., History, Theatre Arts. AB 1978 University of Florida, MA 1980, PhD 1985 University of Texas (Austin).

Contributing expertise: Ancient Near Eastern cultures; creation myths

Courses taught

Hist 3110 Ancient Near East

Clas 3210 Classical Mythology

**DUDASH, SUSAN J.** (2002) Asst. Prof., Languages, Philosophy, and Speech Communication. BA 1990 Pennsylvania State University, MA 1994, PhD 2002 University of Pittsburgh.

Contributing expertise: Medieval French religion and culture

**GLASS-COFFIN, BONNIE** (1993) Assoc. Prof. and Anthropology Program

Director, Sociology, Social Work and Anthropology. BA 1980 Whitman College,

MA 1985, PhD 1992 University of California (Los Angeles).

Contributing expertise: Anthropology of religion, shamanism, spirituality and healing

Courses taught:

Anth 4130 Medical Anthropology: Matter, Culture, Spirit and Health

**GLATFELTER, R. EDWARD** (1970) Assoc. Dean, Humanities, Arts and Social Sciences; Assoc. Prof., History; Adjunct Assoc. Prof., Languages, Philosophy, and Speech Communication; Co-director, Center for International Studies; Co-director, Asian Studies Program. BA 1963 Whitman College, MA 1968, PhD 1975 Indiana University.

Contributing expertise: Buddhism, Taoism, Russian Orthodoxy

Courses Taught:

Hist 3460 Comparative Asian History

**GORDON, SARAH** (2002) Asst. Prof., Languages, Philosophy, and Speech Communication.

BA 1994 University of California (Berkeley), MPhil 1996 Oxford University

(England), PhD 2002 Washington University.

Contributing expertise: Medieval French literature

**HUENEMANN, CHARLES D.** (1994) Dept. Head and Assoc. Prof., Languages, Philosophy, and Speech Communication. BA 1987, MA 1989 University of Wisconsin (Milwaukee), PhD 1994 University of Illinois (Chicago).

Contributing expertise: Modern Protestant theology

Courses taught:

Phil 3120 Early Modern Philosophy

Phil 3150 Kant & Successor

Phil 3720 Philosophical Theology after Kant

**JENSEN, PHEBE** (1995) Assoc. Prof., English. BA 1981 Middlebury College, MA 1986 Bread Loaf School of English, Middlebury College, PhD 1995 University of North Carolina (Chapel Hill).

Contributing Expertise: English Catholic literature; Shakespeare and Milton

Courses taught"

Eng 5300 Literature and Gender ST: Early Modern Religious

**JOHNSON, CHARLES W.** (1972) Prof., Languages, Philosophy, and Speech Communication.

BA 1967 DePaul University, MA 1968, PhD 1971 Michigan State University.

Contributing expertise: Metaphysics, epistemology

Courses taught:

Phil 4300 Epistemology

Phil 4400 Metaphysics

**JONES, NORMAN L.** (1978) Dept. Head and Prof., History. BA 1972 Idaho State University, MA 1974 University of Colorado, PhD 1978 Cambridge University (England).

Contributing expertise: History of Christianity; Reformation culture

Courses taught:

Hist 3220 (DHA, CI). Medieval European Civilization

Hist 4230 Christianity

Hist 4250 Reformation Britain

**LEHMAN, STEVE** (2001) Asst. Prof., Psychology. BA 1989 University of Nebraska (Lincoln), MA 1994 Denver Seminary (Denver, Colorado), PhD 2000 University of Nebraska (Lincoln).

Contributing expertise: psychology of religion; cognitive psychology

Courses taught:

Psych 4320 Cognitive psychology

**MADSEN, GARY E.** (1971) Prof., Sociology, Social Work and Anthropology. BS 1963, MS 1968, PhD 1972 University of Utah..

Contributing expertise: Sociology of Religion

Courses taught:

Soc 4330 Sociology of Religion

**McINERNEY, DANIEL J.** (1986) Prof., History. BA 1972 Manhattan College, MA 1974, PhD 1984 Purdue University.

Contributing expertise: History of American religious cultures; Republicanism; memory

Courses taught:

Hist 4790 American Religious History

**MENTZEL, PETER** (1995) Assoc. Prof., History. BA 1985 University of Connecticut, MA 1988, PhD 1994 University of Washington.

Contributing expertise: Islam; Ottoman Empire

Courses taught:

Hist 1060 Islamic Civilization

Hist 3410 Modern Middle East

**ROBSON, KENT ELMER** (1969) Prof., Languages, Philosophy, and Speech Communication. BA 1962 University of Utah, PhD 1974 Stanford University.

Contributing expertise: New Testament; Phil of religion

Courses taught:

Phil 3100 Ancient Philosophy

Phil 3110 Medieval Philosophy

Phil 3700 Philosophy of Religion  
Phil 3730 Philosophy of the New Testament

**ROWE, VICTORIA** (2000) Director, Nora Eccles Harrison Museum of Art. BFA 1978, MFA 1991 Utah State University.  
Contributing expertise: Spirituality and contemporary art

**SANDS, ALEXA** (2004) Asst. Prof. Art. BA 1991 Williams College, MA 1994 and PhD 1999 U.C. Berkeley, 1999.

Contributing expertise: Medieval Christian art; Islamic art

Courses taught

ART 3130 Byzantine Art

ART 3140 Medieval Art

ART 3720 Islamic Visual Cultures

ART 4780 Sacred Art: Art of the World's Major Religions

**SHAPIRO, SUSAN O.** (2001) Asst. Prof., History. BA 1974 University of Rochester, MA 1982 Brown University, PhD 1992 University of Texas (Austin).

Contributing expertise: Greek and Roman Culture

Hist 4910 ST: Religions of the Ancient Mediterranean

**SHERLOCK, RICHARD** (1985) Prof., Languages, Philosophy, and Speech Communication.

BA 1970 University of Utah, MTS 1972 Harvard Divinity School, PhD

1978 Harvard University.

Contributing expertise: Philosophy of Religion; Religion and Science; ethics

Courses taught:

Phil 3500 Medical Ethics

Phil 3700 Philosophy of Religion

Phil 3710 Religion and Science in the Modern World

**SIPORIN, STEPHEN C.** (1986) Assoc. Prof., History and English. BA 1969 Stanford

University, MA 1974 University of Oregon, PhD 1982 Indiana University.

Contributing expertise: Jewish Folklore, Mormon folklore

Courses taught:

Eng. 3700 Regional Folklore

**SOWDER, MICHAEL** (2003) Asst. Prof., English. BA 1978 University of Alabama

(Birmingham), JD 1984 University of Washington, MA 1995 University of

Michigan, MFA 1997 Georgia State University, PhD 1999 University of Michigan.

Contributing expertise: Buddhism; spiritual autobiography

**STEINHOFF, GORDON** (1988) Assoc. Prof. Languages and Philosophy. BS 1976, BA 1977 Utah State

University, MSC 1980 University of British Columbia, MA 1985, PhD 1987 Indiana University.

Contributing expertise: Asian philosophy

Courses taught:

Phil 3710 Philosophies of East Asia (Buddhism, Taoism, Confucianism)

**STRAQUADINE, GARY S.** (1988) BS 1979, MA 1985 New Mexico State University, PhD 1987 Ohio State University.

Contributing expertise: Christian monasticism and environmental stewardship

**THOMAS, JEANNIE B.** (1998) Assoc. Prof., English. BS 1985, MS 1987 Utah State University, PhD 1992 University of Oregon.

Contributing expertise: Folkloric expression of religion

Courses taught:

Eng/Hist 3700 Regional Folklore

**APPENDIX D: PROJECTED BUDGET FOR RELIGIOUS STUDIES 2006-11**

| 2006-2007         | Expense | Endowed | Sources E&G | O&M  | Purpose                 | Comment                                                                 |
|-------------------|---------|---------|-------------|------|-------------------------|-------------------------------------------------------------------------|
| Redd Chair        | 139000  | 75000   | 60000       |      |                         | \$1.5 million currently endowed                                         |
| Secretary/Adviser | 8500    |         | 8500        |      | 50% Staff II position   | From existing staff                                                     |
| Payroll           | 9000    |         | 9000        |      | adjunct faculty         | Teaching 2 sections @ \$4500                                            |
| Equipment         | 5000    |         |             | 5000 | Redd Office             | VP for Research start up                                                |
| Travel            | 2500    |         | 2500        |      | Redd Chair              |                                                                         |
| Office            | 750     |         | 750         |      |                         | inc. telephone rental                                                   |
| Speakers Fund     | 12500   | 12500   |             |      |                         | Endowed by Arrington Foundation                                         |
| Library           | 35000   | 35000   |             |      |                         | Endowed by Tanner Charitable Trust                                      |
|                   |         |         |             |      |                         |                                                                         |
| 2007-2008         | Expense | Endowed | Sources E&G | O&M  | Purpose                 | Comment                                                                 |
| Redd Chair        | 139000  | 75000   | 60000       |      |                         |                                                                         |
| Arrington Chair   | 125000  | 75000   | 50000       |      |                         | \$1.5 million target Hiring will not proceed until endowment sufficient |
| Secretary/adviser | 8500    |         | 8500        |      | 50% existing Staff II   |                                                                         |
| Payroll           | 9000    |         | 9000        |      | adjunct faculty         | Teaching 2 sections @4500                                               |
| Equipment         | 5000    |         |             | 5000 | Arrington office        | VP for Research start up                                                |
| Travel            | 5000    |         |             | 5000 | Redd & Arrington Chairs |                                                                         |
| Office            | 1400    |         |             | 1400 |                         | inc. telephone rental                                                   |
| Speakers Fund     | 125000  | 12500   |             |      |                         | Endowed by Arrington Foundation                                         |
| Library           | 35000   | 35000   |             |      |                         | Endowed by Tanner charitable Trust                                      |
|                   |         |         |             |      |                         |                                                                         |
| 2008-2009         | Expense | Endowed | Sources E&G | O&M  | Purpose                 | Comment                                                                 |
| Redd Chair        | 139000  | 75000   |             |      |                         |                                                                         |
| Arrington Chair   | 125000  |         |             |      |                         |                                                                         |
| Secretary/adviser | 12500   |         | 12500       |      | .75 existing Staff II   |                                                                         |
| Payroll           | 13500   |         | 13500       |      | adjunct faculty         | Teaching 3 sections @\$4500                                             |
| Travel            | 5000    |         |             | 5000 |                         |                                                                         |
| Office            | 1400    |         |             | 1400 |                         |                                                                         |
| Speakers Fund     | 12500   | 12500   |             |      |                         |                                                                         |
| Library           | 13000   | 35000   |             |      |                         | Endowed by Tanner Charitable Trust                                      |
|                   |         |         |             |      |                         |                                                                         |
| 2009-2010         | Expense | Endowed | Sources E&G | O&M  | Purpose                 | Comment                                                                 |
| Redd Chair        | 139000  | 75000   | 60000       |      |                         |                                                                         |
| Arrington Chair   | 125000  | 75000   | 50000       |      |                         |                                                                         |
| Secretary/adviser | 12500   |         | 12500       |      | .75 existing Staff II   | 0.75 Staff II                                                           |
| Payroll           | 13500   |         | 13500       |      | adjunct faculty         | 3 sections @\$4500                                                      |
| Equipment         | 2000    |         |             | 2000 |                         | Replace 06 computer                                                     |
| Travel            | 5000    |         |             | 5000 |                         |                                                                         |
| Office            | 1400    |         |             | 1400 |                         |                                                                         |
| Speakers Fund     | 12500   | 12500   |             |      |                         | Endowed by Arrington Foundation                                         |
| Library           | 35000   | 35000   |             |      |                         | Endowed by Tanner Charitable Trust                                      |
|                   |         |         |             |      |                         |                                                                         |

| 2010-2011 | Expense | Endowed | Sources E&G | O&M | Purpose | Comment |
|-----------|---------|---------|-------------|-----|---------|---------|
|-----------|---------|---------|-------------|-----|---------|---------|

|                   |        |       |       |      |                       |                                    |
|-------------------|--------|-------|-------|------|-----------------------|------------------------------------|
| Redd Chair        | 139000 | 75000 | 60000 |      |                       |                                    |
| Arrington Chair   | 125000 | 75000 | 50000 |      |                       |                                    |
| Secretary/adviser | 12500  |       | 12500 |      | .75 existing Staff II | 0.75 Staff II                      |
| Payroll           | 13500  |       | 13500 |      | adjunct faculty       | 3 sections @\$4500                 |
| Equipment         |        |       |       | 2000 |                       | Replace 06 computer                |
| Travel            | 5000   |       |       | 5000 |                       |                                    |
| Office            | 1400   |       |       | 2100 |                       |                                    |
| Speakers Fund     |        | 12500 |       |      |                       | Endowed by Arrington Foundation    |
| Library           | 35000  | 35000 |       |      |                       | Endowed by Tanner Charitable Trust |

March 1, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Weber State University – Bachelor of Arts and Bachelor of Science Degrees in Philosophy – Action Item

**Issue**

Officials at Weber State University propose to offer Bachelor of Arts and Bachelor of Science Degrees in Philosophy beginning Fall, 2006. The institutional Board of Trustees approved the degree proposal in November, 2005.

**Background**

Philosophy has held a central position in the Western intellectual tradition since its inception. Virtually all areas of academic inquiry have origins in Philosophy. Philosophy is one of the core disciplines in the humanities, and it serves as a foundation for nearly all other disciplines. The study of Philosophy exposes students to thinkers, ideas, and problems that are central to both western and non-western intellectual traditions.

Students who study Philosophy come to see the relationship between and among traditions and thus gain an appreciation of how seemingly disparate fields are often closely related at a fundamental level. In a professional setting, philosophy students are well prepared to make connections between ideas that, on the surface, are not obviously related.

Also, Philosophy majors are consistently among the highest average scoring group on the LSAT (the law school admittance exam), the GMAT (the business management admittance exam), and the GRE (the general graduate school admittance exam). Consequently, pursuing a baccalaureate degree in Philosophy is an excellent way to prepare for law school, medical school, business school, and a variety of professional careers.

This program is a repackaging of existing courses.

### Policy Issues

Other USHE institutions have reviewed the program proposal and no policy issues were raised.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Weber State University to offer Bachelor of Arts and Bachelor of Science Degrees in Philosophy beginning Fall semester, 2006.

---

Richard E. Kendell, Commissioner

REK/PCS  
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer Bachelor of Arts and Bachelor of Science Degrees in Philosophy

Weber State University

Prepared for  
Richard E. Kendell  
By  
Phyllis C. Safman

March 1, 2006

## **SECTION I**

### **The Request**

Weber State University requests approval to offer Baccalaureate of Arts and Bachelor of Science Degrees in Philosophy effective Fall, 2006. This program has been approved by the institutional Board of Trustees on November 8, 2005.

## **SECTION II**

### **Program Description**

#### **Complete Program Description:**

A major in Philosophy exposes students to the intellectual history of Western Civilization (though it does not limit itself to this tradition). Students in the program will complete coursework in at least one major historical period (Ancient, Medieval, or Early Modern), while taking other classes that regularly include thinkers from various historical eras. But the Philosophy major does more than provide students with a thorough understanding of Western intellectual history. Students who major in Philosophy also learn to apply principles of sound reasoning. Not only is a course dealing specifically with the logic part of the requirements, but all courses emphasize logical methodology and critical thinking. In addition, Philosophy majors will engage speculative questions in courses in metaphysics and epistemology, further developing the abstract reasoning skills and cognitive abilities central to the discipline. Finally, Philosophy majors train in value theory. Not only must all majors take a course in ethics or aesthetics, but they will also consider questions of good and evil, right and wrong, in no fewer than a half dozen courses in ethics, religion and politics. In sum, a Philosophy major offers students the opportunity to learn the foundations of an intellectual discipline that forms a central part of a liberal education, while at the same time developing practical, marketable skills.

Philosophy Major:  
Bachelor Degree (B.S. or B.A.)

Program Prerequisite: Not required.

Minor: Required

Grade Requirements: A grade of "C" or better in courses counted toward fulfilling the major (a grade of "C-" is not acceptable) and an overall GPA of 2.0.

Credit Hour Requirements: A total of 120 credit hours is required for graduation; 40 upper-division credit hours are required (courses numbered 3000 and above). Philosophy majors are required to take 36 credit hours within the major. A minimum of 27 upper-division hours are required within the minor.

Advisement: All Philosophy students are required to meet with a faculty advisor at least annually for course and program advisement. Call 801-626-6694 for more information or to schedule an appointment.

Course Requirements for B.S. or B.A.

### *Core Courses Required (9 credit hours)*

|              |                                |
|--------------|--------------------------------|
| Phil HU1000  | Introduction to Philosophy (3) |
| Phil HU1250  | Critical Thinking (3)          |
| or Phil 2200 | Introduction to Logic (3)      |
| Phil 4900    | Senior Capstone Seminar (3)    |

*Electives (a minimum of 27 credit hours, of which at least 24 must be upper division, including one of either Phil 3010 or Phil 3020, one of either Phil 3600 or Phil 3650, and one of either Phil 4510 or Phil 4520)*

|             |                                                   |
|-------------|---------------------------------------------------|
| Phil HU1120 | Contemporary Moral Problems (3)                   |
| Phil 2920   | Short Courses, Workshops (1-3)                    |
| Phil 3010   | History of Philosophy: Classical and Medieval (3) |
| Phil 3020   | History of Philosophy: Modern (3)                 |
| Phil 3150   | Existentialism (3)                                |
| Phil 3200   | Philosophy of Democracy (3)                       |
| Phil 3300   | Great Issues in Philosophy (3)                    |
| Phil 3350   | Medical Ethics (3)                                |
| Phil 3400   | Great Thinkers of Philosophy (3)                  |
| Phil 3500   | Philosophy of Western Religion (3)                |
| Phil DV3550 | Philosophy of Eastern Religion (3)                |
| Phil 3600   | Ethical Theory (3)                                |
| Phil 3650   | Aesthetics (3)                                    |
| Phil 4250   | Philosophy of Law (3)                             |
| Phil 4510   | Metaphysics (3)                                   |
| Phil 4520   | Epistemology (3)                                  |
| Phil 4830   | Directed Readings (1-2)                           |
| Phil 4920   | Short Courses, Workshops (1-3)                    |

### **Purpose of Degree**

Philosophy is one of the core disciplines in the humanities, and it serves as a foundation for nearly all other disciplines. The study of Philosophy exposes students to thinkers, ideas, and problems that are central to both western and non-western intellectual traditions. Further, the study of Philosophy contributes to one's life in a variety of ways. As reported by BBC News, a 2005 survey of over 285,000 final year university students in England, Wales, and Northern Ireland (of which over 170,000 responded) showed that students of Philosophy and theology "recorded the highest median 'overall satisfaction' level: 4.3 out of a maximum possible five points."<sup>1</sup> This can be explained at least partly by the fact that Philosophy invites students to explore the most basic questions of their existence, including issues in metaphysics (theory of being), epistemology (theory of knowledge), and axiology (value theory). As detailed in the Program Description and the section on Labor Market Demand, the study of Philosophy also imparts numerous skills applicable to a variety of careers, including the following:

- Critical thinking skills: logical analysis is at the heart of philosophical discourse. Students in the program will be required to take at least one course in logic (formal logic or critical thinking). These

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<sup>1</sup> <http://news.bbc.co.uk/1/hi/education/4226610.stm>

courses help students identify, reconstruct, and evaluate arguments, skills that are directly transferable to their other coursework and to their careers.

- Communication skills: the practice of Philosophy requires students not only to evaluate the arguments of others, but also to construct and present their own reasoned opinions. This is most often done in written form, though Philosophy classes also require that students discuss issues with each other and with their professors in a less formal setting.
- Creative thinking skills: because Philosophy presents “perennial problems” of being, knowledge, and value, students are encouraged to explore and develop their own solutions to these problems, as well as to engage critically the reasoning of others. Both of these tasks require students to engage in creative thought experiments and to construct their own arguments.
- Research skills: Philosophy is sometimes misunderstood as involving undisciplined speculation about the meaning of life. To the contrary, philosophical problems are rigorously defined by professional philosophers, and the practice of Philosophy requires that one understand the development and direction of philosophical discourse. Students who work in Philosophy, especially at advanced levels, need to familiarize themselves with the research methods of, and resources available to, the profession.
- The ability to understand the interrelations among a variety of fields/subjects: as suggested by the course listings in Philosophy programs around the country, Philosophy serves as the foundation of virtually every other discipline. Students who study Philosophy come to see the relations between these foundations and thus gain an appreciation of how seemingly disparate fields are often closely related at a fundamental level. In a professional setting, Philosophy students are well prepared to make connections between ideas that, on the surface, are not obviously related.

As evidence of the efficacy of Philosophy in developing some of these skills, a study was commissioned by the Educational Resources Information Center that demonstrated that Philosophy majors consistently outperform other majors on standardized graduate admissions tests, as summarized in the table below<sup>2</sup>:

| Major             | LSAT   | GMAT         | GRE verbal | GRE quantitative |
|-------------------|--------|--------------|------------|------------------|
| Philosophy        | +8.7%  | +11.0%       | +17.6%     | +4.6%            |
| Arts & Music      | -.05%  | -1.2%        | +14.5%     | -5.7%            |
| English           | +5.6%  | +4.1%        | +14.5%     | -5.7%            |
| Foreign Langs.    | +5.7%  | +3.3%        | +7.9%      | -4.2%            |
| History           | +2.9%  | +4.6%        | +10.8%     | -5.5%            |
| Gen. Humanities   | +4.7%  | +1.8%        | +7.3%      | -5.0%            |
| Political Science | -1.6%  | +.06%        | +3.5%      | -5.0%            |
| Psychology        | +0.9%  | +0.8%        | +3.1%      | -4.0%            |
| Sociology         | -7.0%  | -5.0%        | -5.0%      | -15.0%           |
| Education         | -8.7%  | -4.2%        | -10.4%     | -15.8%           |
| Speech            | -2.7%  | not reported | -6.0%      | -14.3%           |
| Biology           | +4.0%  | +3.3%        | +5.4%      | +8.0%            |
| Mathematics       | +12.8% | +13.3%       | +2.7%      | +26.3%           |

<sup>2</sup> Adapted from Clifford Adelman, *The Standardized Test Scores of College Graduates*, unpublished. Copies are available from the Educational Resources Information Center, an agency of the U.S. Department of Education, Washington D.C. 20202

|               |       |       |              |              |
|---------------|-------|-------|--------------|--------------|
| Chemistry     | +7.6% | +7.5% | +2.1%        | +18.3%       |
| Business Adm. | -4.5% | -0.8% | -9.1%        | -2.3%        |
| Management    | -5.4% | -7.7% | not reported | not reported |

Students who study Philosophy often choose to pursue advanced work in a variety of areas, including law, medicine, computer science, and business. As detailed in the section on Market Demand, students who have completed a Philosophy minor at Weber State have gone on to graduate school in a number of disciplines.

In offering Philosophy as a major at WSU, WSU faculty intend to impart the above-referenced skills to students, as well as to expose them to a discipline that asks them to examine the most fundamental questions at the heart of the world's intellectual traditions.

### **Institutional Readiness**

As the Baccalaureate Degree in Philosophy is a re-packaging of a currently operating program, it will have no impact on administrative structures and no new organizational structures will be needed to deliver the program. Moreover, it will have no impact on current budgets, faculty, staff, learning resources, and required instructional technology.

### **Faculty**

The Baccalaureate Degree in Philosophy will require no additional faculty in the first five years of the program (or for the foreseeable future). Currently there are three core faculty members teaching in the WSU Philosophy program, each of whom holds a Ph.D. in Philosophy from a nationally ranked, major research institution. There is one faculty member specializing in each of the main areas of Philosophy: core Philosophy (metaphysics and epistemology), value theory (ethics, aesthetics, social and political Philosophy), and the history of Philosophy. Moreover, each faculty member can justifiably claim competence in a number of areas of Philosophy (see Appendix E for attached *cv's*). These three faculty members are sufficient to teach the 36 credit hours of Philosophy required by the program. Hence WSU is fully prepared to offer the baccalaureate degree with current faculty and is fully prepared to meet the needs the program will have in the fifth year. Moreover, a number of institutions comparable to WSU offers baccalaureate degrees with three core faculty members: Central Missouri State University, Georgia Southern University, Hollins University, Massachusetts College of Liberal Arts, and Western Oregon University, to name a few.

In addition to the three core faculty members teaching in the Philosophy program at WSU, there are support faculty available to teach. Two members of the WSU Political Science program have recently taught sections of Philosophy of Democracy. Both are willing to do so in the future, if needed. One faculty member from the Department of Foreign Languages has recently taught a course in ethics for the WSU Honors Program, and has expressed interest in teaching a section of Contemporary Moral Problems. Utilized also are adjunct instructors, each of whom holds a Masters Degree in Philosophy, to teach additional sections of introductory level courses. The other adjuncts are typically Ph.D. candidates from the University of Utah, who will serve as a large pool of adjuncts for the foreseeable future. It should be noted that the use of adjunct instructors is not essential to offer the baccalaureate degree. They are used to teach additional sections of lower-division, general education courses at WSU's Davis campus (and on occasion at Davis and Roy high schools, where WSU Continuing Education desires to have an ongoing presence). Should the use of adjunct instructors become problematic or undesirable for any reason, the practice would be stopped without any negligible effect on either the Philosophy major or minor. Adjuncts have never been used to teach upper-division courses.

In a typical semester there are twelve courses taught by regular full-time, tenure track faculty members and four courses taught by part-time, non-tenure contract faculty members for a ratio of 3 to 1.

### **Staff**

No additional staff will be needed to support the proposed program in the first five years (or for the foreseeable future).

### **Library and Information Resources**

The Stewart Library at Weber State University provides a broad range of information resources and services on both the Ogden and Davis campuses. Collections include print, electronic, and audio-visual materials as well as an increasingly large number of electronic databases. Day, evening, and weekend hours are maintained to accommodate patron needs at both campuses. Off-campus access to resources and services is available twenty four hours a day, seven days a week through the library's website: [library.weber.edu](http://library.weber.edu).

To ensure that the library's online and on-site resources are relevant to curricular needs, a librarian is assigned to each college. These subject librarians collaborate with faculty in developing the collection and consult regularly with them to assess their library needs. In addition to their collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to inform students and faculty of library resources and services available in their areas of interest.

The Stewart Library maintains an up-to-date core collection of print monographs and edited collections that compares very favorably with collections at similar institutions that support an undergraduate major in Philosophy. For materials not available in the collection, the library provides a very effective and efficient automated interlibrary loan service with an average turnaround of three to seven days. In addition, though the library's membership in the Utah Academic Library Consortium (UALC), students and faculty at Weber State University have borrowing privileges at all other academic libraries in Utah.

The library also maintains subscriptions to a representative core collection of journals in Philosophy and related fields, with a special emphasis on titles that support undergraduate research and instruction. Access to the scholarly literature in Philosophy is also supported by electronic subscriptions to various indexing and abstracting services, including Philosopher's Index. In addition, as a member of UALC, the library provides access to a growing collection of electronic journals in Philosophy, including those available through EBSCO's Religion & Philosophy Collection, Project Muse, and JSTOR. Off-campus access to these electronic resources is available to students, staff, and faculty twenty four hours a day, seven days a week through the library website. For articles not available in print or electronic form directly through the library, the interlibrary loan service is able to deliver a majority of requested articles in electronic form within twenty four to forty eight hours.

### **Admission Requirements**

There are no admission requirements that are specific to the proposed Philosophy major.

### **Student Advisement**

The academic advisors within the program focus on three specific goals:

1. Keeping majors informed (each advisee is urged to come in at least once a semester and required to come in annually) as to where they are in the program (i.e., letting them know what requirements they have and have not satisfied), and letting them know when courses that they need will be offered. One core faculty member will serve as the major advisor.

2. Keeping two files on each major. One file contains contact information as well as tracks the courses in the program that they have completed. The second file, to which the student has access, contains samples of their written work as well as any announcements/messages we may have for them.
3. Providing information about the program and the study of Philosophy in general to prospective students. This will be accomplished via postings on the department web page, through direct correspondence with the majors via the file system described above, email, and in face to face meetings between the majors and the major advisor.

### **Justification for Number of Credits**

The number of credits required by the program does not exceed 126.

### **External Review and Accreditation**

Professor Rita Manning, Chair of the Philosophy Department at San Jose State University, was consulted in the development of the proposed program (see Appendix E for her report). Moreover, all in-state programs with Philosophy majors were contacted for suggestions and letters were solicited stating their approval of the program (see Appendix D for their letters). The Northwest Accreditation Review was completed last year. The minor in Philosophy was extensively reviewed at that time. The Philosophy program is currently in the midst of undergoing a self-study with external reviewers (as part of a review of the Department of Political Science and Philosophy). No special professional accreditation is being sought.

### **Projected Enrollment**

The table below projects student FTE enrollments and the mean student FTE-to-faculty FTE enrollments for each of the first five years of the program.

| Program Year:                  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------------|--------|--------|--------|--------|--------|
| Projected Student Enrollment:  | 10     | 25     | 40     | 50     | 60     |
| Faculty FTE:                   | 3      | 3      | 3      | 3      | 3      |
| Faculty FTE/Student Enrollment | 1:3.3  | 1:8.3  | 1:13.3 | 1:16.7 | 1:20   |

### **Expansion of Existing Program**

This proposal is not an expansion of an existing program.

## **SECTION III Need**

### **Program Need**

Philosophy has held a central position in the Western intellectual tradition since its inception. Virtually all areas of academic inquiry have origins in Philosophy—"the queen of the special sciences," as Aristotle called it. Given the increasingly complex nature of the 21<sup>st</sup> century world, Philosophy is as relevant and essential today as it has ever been. In addition to the data cited in the Labor Market Demand and Student Demand sections below, the following points justify the need for a baccalaureate degree in Philosophy at Weber State University.

- The study of Philosophy is fundamental to a liberal arts education. Philosophy facilitates intellectual development by raising fundamental questions about what it is to be a person, an ethical agent, an individual, a member of society, a part of a culture. It raises questions about how one should live, what it is to be virtuous, and what makes for a just society. Philosophy also stimulates students' abilities to think and reason critically. Philosophy helps students to develop reading and writing skills. It prepares students to engage the world around them in ways that increase the likelihood that they will better serve others. It does so, in part, by fostering understanding and respect for competing viewpoints and perspectives. Finally, Philosophy gives students access to some of the greatest thinkers in history: Socrates, Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, Kant, Mill, Nietzsche, and Wittgenstein (just to name a few). As the chart on page 3 illustrates, Philosophy majors are consistently among the highest average scoring group on professional and graduate school examinations. Consequently, pursuing a baccalaureate degree in Philosophy is an excellent way to prepare for law school, medical school, business school, and a variety of other professional careers.
- There are students interested in pursuing graduate work in Philosophy. While WSU has had success in placing students in M.A. and Ph.D. programs in Philosophy, offering a baccalaureate degree would allow WSU to place students in top graduate programs on a more consistent basis. Moreover, many prior Weber State students who desired to pursue a career in Philosophy have opted to complete their undergraduate degrees at institutions that offer a baccalaureate in Philosophy or have opted to change career goals due to a desire to remain at Weber State.
- Many students desire to study Philosophy because they find it rewarding in and of itself. Others find the skills (critical reasoning, problem solving, critical reading and writing) nurtured in a Philosophy program to be applicable to important aspects of their lives.
- Advances in technology and recent scientific discoveries have raised a variety of new philosophical questions, thus contributing to Philosophy's continued relevance. Moreover, traditional philosophical concerns, such as what constitutes personhood or identity and the question of how to define death, are linked to central moral issues: abortion, euthanasia, cloning, and stem cell research.
- A Philosophy major offers a significant qualitative academic leap beyond the minor degree with no increased expense. Since WSU already has a Philosophy minor, it is presently in a position to offer the baccalaureate degree with its current faculty and the courses already offered. Moreover, no additional support staff is required.
- Political science, linguistics, legal studies, economics, physics, mathematics, biology, psychology, history, sociology, among others, have a philosophical basis. The study of Philosophy can enhance students' understanding of these other disciplines. Hence, Philosophy would make an outstanding second major for a number of students at WSU.

### **Labor Market Demand**

Liberal arts degrees impart to their graduates a set of skills applicable to careers in a variety of industries. These skills include the following:

- The ability to think/reason critically, especially in the context of arguments and debate.
- The ability to identify various sides of an issue and weigh the merits of each side.
- The ability to express oneself clearly and effectively, both verbally and through writing.
- The ability to organize data/material from a variety of sources.
- The ability to be tolerant and flexible when dealing with others who hold ideas/opinions different from one's own.

Because of its emphasis on abstract reasoning and its attention to presenting arguments in a clear and concise a manner, Philosophy is particularly well-suited to imparting the above-listed skills. Students who have minored in Philosophy at Weber State work at a variety of jobs, including U.S. Army officer/helicopter pilot trainee, restaurant owner, practicing lawyer, real estate agent, IRS employee, and Deputy Mayor of South Salt Lake (and subsequently acting Mayor of Salt Lake County). WSU graduates have also been accepted to graduate schools in Philosophy, law, and literature. The success of the graduates is reflected at the national level, where there is much anecdotal evidence supporting the claim that Philosophy majors can succeed in a variety of careers. Philosophy graduates from Texas A&M work in law, business, medicine, and the non-profit sector, in positions as varied as Financial Analyst, Project Manager Specialist, and CEO of a property catastrophe reinsurer.<sup>3</sup> Faculty at Valdosta University suggest that philosophers are well prepared to work in teaching, creative writing, technical writing, executive-level administration and management, editing and publishing, law, mediation, public relations and journalism, philosophical counseling/practice, computer programming, and policy writing.<sup>4</sup> The American Philosophical Association provides the following list as representative (though hardly exhaustive) of the kinds of jobs open to Philosophy graduates<sup>5</sup>. Included are:

- Business: advertising executive; assistant manager of a hotel; assistant to the president of a national firm; brewer; development manager; manager of a winery; manpower services coordinator.
- Computers and Technology: computer systems analyst; consultant; owner of a computer firm; programmer; technical writer.
- Consulting: in business, education, and publishing.
- Education (non-teaching fields): admissions officer; alumni relations officer; archivist; college president; dean; educational testing administrator; humanities bibliographer; librarian; residence hall director; provost; vice-chancellor for academic affairs.
- Finance: bank officer (various departments); commodities broker; financial advisor; investment broker; tax accountant.
- Government (federal): armed forces officer; CIA staff member; congressional staff member; diplomat; immigration service staff member; intelligence officer; intern in the Department of Defense; policy analyst; policy and planning consultant; United Nations official; U.S. Postal Service staff member.
- Law: attorney; bond lawyer; coordinator of a criminal justice program; director of communications at a state bar association; legal researcher; police officer; legal aid society employee; paralegal assistant; security officer.
- Media: free-lance writer; executive editor of a magazine; TV producer.
- Medicine: director of a provincial medical association; hospital administrator; nurse; nursing administrator; physician; veterinary oncologist.
- Publishing: director of a university press; editor; employees of university and commercial presses.
- Religious Ministry
- Research: business, educational, governmental, and scientific.
- Technical Writing.

Finally, much attention has been given to the number of famous/influential individuals who have majored in Philosophy, including William Bennett, Cardinal Bernardin, Justice Stephen Breyer, Pat Buchanan, Pearl

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<sup>3</sup> [http://www-phil.tamu.edu/Philosophy/Undergrad/alumni\\_quotes.htm](http://www-phil.tamu.edu/Philosophy/Undergrad/alumni_quotes.htm)

<sup>4</sup> <http://teach.Valdosta.edu/phi/jobsphilosophyprint.htm>

<sup>5</sup> "A Non-Academic Career? Information, Resources, And Background On Options For Philosophers," Newark, DE: American Philosophical Association, 1999, p. ii.

Buck, Mary Higgins Clark, Umberto Eco, Carly Fiorina, Ken Follett, Philip Glass, Rudi Giuliani, Carl Icahn, Iris Murdoch, Deepa Mehta, Pope John Paul II, Stone Phillips, Gene Siskel, Susan Sontag, George Soros, Justice David Souter, and Alex Trebek.<sup>6</sup>

In sum, Philosophy imparts skills valued in a wide range of occupations and prepares students for a variety of career paths (including some which require further preparation or study). These opportunities are further broadened when graduates choose to pursue advanced study in other areas (including law, medicine, and business).

Market demand changes are not anticipated to adversely impact the program. It is reasonable to expect, based on recent trends, that Philosophy majors will become more desirable to a wide variety of prospective employers.

### **Student Demand**

It is, of course, impossible to predict the number of students who will major in Philosophy each year. Nevertheless, two recent surveys undertaken by faculty support an educated guess. Of 19 current Philosophy minors surveyed, nearly half (8) said they would definitely major in Philosophy. In addition, a survey of 253 students currently enrolled in lower-division Philosophy courses found that more than one-fourth (69) said they either would major in Philosophy or would consider Philosophy as a major. While obviously not all of these will go on to major in Philosophy, a small fraction of this number would insure a healthy supply of majors. As a point of comparison, Utah Valley State College has 50 Philosophy majors. WSU officials expect roughly similar numbers within four years and a graduating class of 15-20.

### **Similar Programs**

The University of Utah, Utah State University and Utah Valley State College offer baccalaureate degrees in Philosophy. As is demonstrated by the student demand data cited above, there are students at WSU who desire to pursue a baccalaureate degree in Philosophy but are unwilling to leave Weber to do so. When asked, students cited the following reasons for their unwillingness to attend other institutions: the quality of undergraduate education at Weber, economic reasons, having received scholarships from WSU, and an interest in Philosophy as a second baccalaureate. Moreover, there are students in the service area who desire to study Philosophy at WSU but have chosen to travel to one of the other institutions or relocate. These students would be better served, at least in terms of convenience, by a baccalaureate degree program in Philosophy at WSU.

WSU faculty have consulted with the chairs of the other USHE departments that offer baccalaureate degrees in Philosophy; each is strongly supportive (see Appendix D). Moreover, a baccalaureate degree in Philosophy would benefit the graduate program in Philosophy offered by the University of Utah. In the past WSU students who have completed the minor in Philosophy have been accepted into the University of Utah's graduate program. The proposed program does not differ markedly from Philosophy programs at other USHE institutions.

### **Collaboration with and Impact on Other USHE Institutions**

The proposed program is not expected to have a significant impact on similar programs at the University of Utah, Utah State University and Utah Valley State College. Instead, the proposed program may benefit the graduate program in Philosophy at the University of Utah by providing a potential pool of graduate students.

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<sup>6</sup> Compiled and documented by James B. Sauer, Professor of Philosophy, St. Mary's University.

While there are no collaborative efforts with regard to the proposed program, there are collaborative activities among the institutions. Examples include the Ethics Bowl in which Utah Valley State College and the University of Utah have participated and the delivery of papers to WSU's Philosophy club by faculty from other USHE institutions.

### **Benefits**

Weber State University and the Utah System of Higher Education will be benefited by providing a baccalaureate degree that is fundamental to a liberal arts education. Greater program exposure gained by offering a baccalaureate in Philosophy will afford WSU students the opportunity to learn about and participate in the following programs offered (or soon to be offered) by WSU faculty:

- Weber State has an active Philosophy club (NOUS), comprised of students, faculty, and community members. Each semester, the club sponsors talks by Weber State faculty, as well as guest speakers from other Utah universities.
- Weber State sponsors three to five Ethics Bowl Teams each year, including one travel team, which participates in both regional and national tournaments. During the past three years, the travel team has won the California Regional Ethics Bowl twice, the Wasatch Front Regional Ethics Bowl twice, and has finished fifth in the nation on one occasion. The team will be competing in the national tournament in Jacksonville, FL, in March 2006. Weber State also periodically hosts a regional Ethics Bowl tournament, most recently in October, 2005.
- Beginning Spring 2006 semester, Weber State will be home to the Utah Consortium on Cognitive Science and Ethics. This group will be open to faculty and students from all Utah universities and colleges and will meet twice yearly to discuss recent research concerning the intersection of ethics and cognitive science.

Finally, offering a Philosophy degree at WSU will increase the number of students qualified to pursue advanced work in Philosophy, thus strengthening the pool of applicants to Utah Philosophy graduate programs.

### **Consistency with Institutional Mission**

The proposed baccalaureate degree in Philosophy is consistent with Weber State University's institutional mission. The study of Philosophy is fundamental to a liberal arts education. Moreover, a baccalaureate degree in Philosophy both leads to immediate employment and prepares students for further study as noted above.

It is the norm for similar universities to offer a baccalaureate degree in Philosophy. In the U.S. News rankings, WSU is ranked thirteenth among public, masters universities in the western region.<sup>7</sup> Of the top thirteen programs, WSU is the only school that does not offer a baccalaureate degree in Philosophy. Moreover, of the eight schools in the Big Sky conference, WSU is the only one that does not offer the Philosophy baccalaureate degree. (Eastern Washington University's Philosophy degree is currently unavailable due to a restructuring of their program, but will soon become available.)

## **SECTION IV Program and Student Assessment**

### **Program Assessment:**

#### *Program Goals:*

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<sup>7</sup> [http://www.usnews.com/usnews/edu/college/rankings/brief/univmas/umwest/tier1/t1univmas\\_w\\_brief.php](http://www.usnews.com/usnews/edu/college/rankings/brief/univmas/umwest/tier1/t1univmas_w_brief.php)

Consistent with the skills and objectives detailed in the Program Description, Benefits, and Labor Market Demand sections, the WSU Philosophy faculty seeks to accomplish the following goals:

- Expose students to fundamental problems at the core of western and non-western intellectual traditions;
- Develop students' critical thinking, reading, and communication skills;
- Enhance students' research abilities;
- Develop students' moral reasoning abilities, through such opportunities as participating on the Ethics Bowl teams;
- Expose students to cutting-edge philosophical research, as presented by speakers at Philosophy club meetings;
- Enhance students' appreciation of interdisciplinary work, through such opportunities as attending meetings of the Utah Consortium on Cognitive Science and Ethics;
- Encourage students to pursue independent, innovative research that they can present at national Philosophy conferences.

In pursuing these goals, the Philosophy faculty also seeks to develop an atmosphere that enhances their own professional development and growth as teachers, mentors, and researchers.

#### *Measures:*

Several measures will be used to determine whether the above-stated goals are being met:

- Student assessment of faculty: Each semester, students have the opportunity to evaluate the teaching performance of faculty in their classes;
- The success of students gaining admission to professional programs in Philosophy and other fields;
- The ability of students to obtain gainful employment after graduation;
- Participation rates of students on Ethics Bowl teams, the Philosophy club, and the Utah Consortium on Cognitive Science and Ethics;
- Faculty participation at regional and national conferences, publication of books and peer-reviewed articles, and the continued success of WSU-sponsored Philosophy clubs, teams, and organizations.
- Student performance on breadth exams and written work in the Senior Capstone Seminar.

#### **Expected Standards of Performance**

In accordance with the mission of the Philosophy Department, it is expected that students graduating with a minor in Philosophy will have gained both knowledge of and knowledge how with respect to Philosophy. The specific expectations are delineated as follows:

##### *A. Knowledge Of:*

Knowledge of Philosophy is understood to consist of two distinct (though not necessarily mutually exclusive) subcategories: 1. Historical knowledge, 2. Topical knowledge. Owing to the nature of the Philosophy program at Weber State University, it would be unreasonable to expect a strict uniformity of knowledge among graduates; as such the following disjunctive breakdown is suggested:

1. *Historical knowledge:* Familiarity with the basic ideas present in at least three of the following thinkers: Socrates, Plato, Aristotle, Augustine, Aquinas, Descartes, Locke, Berkeley, Hume, and Kant.
2. *Topical knowledge:* An understanding of the basic issues in at least three of the following areas: Metaphysics, Epistemology, Philosophy of Religion, Philosophy of Law, Medical Ethics, Ethical Theory, Political Theory, and Existentialism.

*B. Knowledge How:*

Graduating students should have a demonstrably increased capacity in the following four areas:

1. *Critical thinking ability:* A graduate of the proposed program should have developed heightened critical thinking skills.
2. *Reading comprehension:* A graduate of our program should have an improved ability to engage logically rigorous texts.
3. *Writing skills:* A graduate of the program should have developed a writing ability which reflects careful attention to language, logic, and subtleties of reasoning.
4. *Methodological skills:* A graduate of the program should have a solid understanding of basic philosophical argumentative methodologies employed by current professionals in the field.

## SECTION V

### Finance

#### Budget

The proposed Baccalaureate Degree in Philosophy will require no additional funding from the Department of Political Science and Philosophy, the College of Social and Behavioral Sciences, or from the University.

There is a comprehensive minor currently offered, and there is sufficient faculty to offer a major. All courses offered in the major program are already among the Department's regular class offerings. This is essentially a re-packaging of a currently operating program. No enrollment growth funding is to be used for this program. Moreover, the proposed degree will have no impact on the Department's administrative structure. The table below details the projected budget for the first five years of the program.

| Program Year:         | Year 1       | Year 2       | Year 3       | Year 4       | Year 5       |
|-----------------------|--------------|--------------|--------------|--------------|--------------|
| Salary:               | \$141,533.98 | \$145,072.33 | \$148,699.14 | \$152,416.61 | \$156,227.03 |
| Benefits:             | \$59,443.85  | \$60,929.95  | \$62,453.19  | \$64,014.52  | \$65,614.89  |
| Current Expense:      | \$500.00     | \$500.00     | \$500.00     | \$500.00     | \$500.00     |
| Library:              | -            | -            | -            | -            | -            |
| Equipment: and Travel | \$6,667.00   | \$6,667.00   | \$6,667.00   | \$6,667.00   | \$6,667.00   |
|                       |              |              |              |              |              |
| Total:                | \$208,144.83 | \$213,169.28 | \$218,319.33 | \$223,598.13 | \$229,008.92 |

#### Funding Sources

This program will require no new funding. It will be funded as it is currently being funded.

#### Reallocation

This program will not be supported through internal reallocation.

#### Impact on Existing Budgets

No other programs will be affected by this program.

## Appendix A

### Program Curriculum

#### New Courses to be Added in the Next Five Years:

We don't anticipate any courses being added in the next five years.

#### All Program Courses:

##### General Education Courses:

| Requirement Category              | Credit Hours |
|-----------------------------------|--------------|
| Composition                       | 6            |
| American Institutions             | 3            |
| Quantitative Literacy             | 3            |
| Computer and Information Literacy | 2-5          |
| Humanities/Creative Arts          | 9            |
| Social Sciences                   | 6            |
| Physical and Life Sciences        | 9            |
| <b>Sub-Total</b>                  | <b>38</b>    |

##### Core Courses:

| Course Number                       | Title                                      | Credit Hours |
|-------------------------------------|--------------------------------------------|--------------|
| Phil 1000                           | Introduction to Philosophy                 | 3            |
| Phil 1250<br><i>or</i><br>Phil 2200 | Critical Thinking<br>Introduction to Logic | 3            |
| Phil 4900                           | Senior Capstone Seminar                    | 3            |
|                                     | <b>Sub-Total</b>                           | <b>9</b>     |

##### Elective Courses:

(Note: 24 credit hours from this category must be upper division, including one of either Phil 3010 or Phil 3020, one of either Phil 3600 or Phil 3650, and one of either Phil 4510 or 4520.)

| Course Number | Title                                         | Credit Hours |
|---------------|-----------------------------------------------|--------------|
| Phil 1120     | Contemporary Moral Problems                   | 3            |
| Phil 2920     | Short Courses, Workshops                      | 1-3          |
| Phil 3150     | Existentialism                                | 3            |
| Phil 3010     | History of Philosophy: Classical and Medieval | 3            |
| Phil 3020     | History of Philosophy: Modern                 | 3            |
| Phil 3200     | Philosophy of Democracy                       | 3            |
| Phil 3300     | Great Issues in Philosophy                    | 3            |
| Phil 3350     | Medical Ethics                                | 3            |
| Phil 3400     | Great Thinkers in Philosophy                  | 3            |
| Phil 3500     | Philosophy of Western Religion                | 3            |

|           |                                                       |           |
|-----------|-------------------------------------------------------|-----------|
| Phil 3550 | Philosophy of Eastern Religion                        | 3         |
| Phil 3600 | Ethical Theory                                        | 3         |
| Phil 3650 | Aesthetics                                            | 3         |
| Phil 4250 | Philosophy of Law                                     | 3         |
| Phil 4510 | Metaphysics                                           | 3         |
| Phil 4520 | Epistemology                                          | 3         |
| Phil 4830 | Directed Readings                                     | 1-2       |
| Phil 4920 | Short Courses, Workshops                              | 1-3       |
|           | <b>Sub-Total</b>                                      | <b>27</b> |
|           | <b>BA/BS Electives (including minor requirements)</b> | <b>46</b> |

Total Number of Credit Hours

120

## PHILOSOPHY COURSES - PHIL

**PHIL HU1000. Introduction to Philosophy (3)** An introduction to the major problems in philosophy and the methods through which philosophers resolve them.

**PHIL HU1120. Contemporary Moral Problems (3)**

An introduction to the major ethical theories and their applications to human action.

**PHIL HU1250. Critical Thinking (3)**

An introduction to the analysis of argumentative writing, focusing on issues of logical form, fallacious reasoning, and premise assessment.

**PHIL 2200. Introduction to Logic (3)**

An introduction to systems of deductive logic including methods of determining validity within the syllogism, predicate, and symbolic logic.

**PHIL 2920. Short Courses, Workshops, Institutes and Special Programs (1-3)**

Consult the semester class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript.

**PHIL 3010. History of Philosophy: Classical & Medieval (3)**

A survey of the major philosophers and issues from the pre-Socratics to the beginning of modern philosophy.

**PHIL 3020. History of Philosophy: Modern (3)**

A topical survey of the major philosophers and issues from the seventeenth century to the end of the nineteenth century (Descartes to Marx).

PHIL 3150. Existentialism (3)

A study of the various currents in Existentialist thought from Kierkegaard to Sartre.

PHIL 3200. Philosophy of Democracy (3)

Critique of the ideals of and justification for democratic institutions in the light of actual practice.

PHIL 3300. Great Issues in Philosophy (3)

Selected study of the traditional questions in philosophy including theories of knowledge and truth, the reality of mind/body, free will/determinism and systems of value justifying human conduct.

PHIL 3400 Great Thinkers in Philosophy (3)

Selected study of the major works of a central figure in philosophy. Philosophers whose works may be taught include, but are not limited to: Plato, Aristotle, Augustine, Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant, Nietzsche, Mill, and Wittgenstein.

PHIL 3350. Medical Ethics (3)

A survey of the chief ethical issues arising from the recent advances of medical science and practice.

PHIL 3500. Philosophy of Western Religion (3)

Problems and types of religious philosophy among Jews,  
Christians, and Moslems.

PHIL DV3550. Philosophy of Eastern Religion (3)

An examination of classic philosophical issues as they arise in Eastern religious thought, including Hinduism, Buddhism, Taoism, and Confucianism.

PHIL 3600. Ethical Theory (3)

An examination of the fundamental concepts, theories, and problems of ethical theory as they relate to significant figures and doctrines in the history of western philosophy.

PHIL 3650 Aesthetics (3)

An examination of philosophical issues concerning the nature and importance of aesthetic experience and appreciation in the arts and the environment, including questions about the nature of aesthetic experience/appreciation, the definition of art, representation and expression in the arts, and aesthetic value.

PHIL 4250. Philosophy of Law (3)

A study of selected theories of law, law's relationship to morality, the moral limits of legislating morality, the justification of punishment and legal reasoning.

PHIL 4510. Metaphysics (3)

Metaphysics is one of the four main branches of western philosophy (along with logic, value theory and epistemology). This course surveys enduring topics in metaphysics, which is the branch of philosophy which addresses fundamental questions regarding the nature of reality. Historical and contemporary philosophers are discussed.

PHIL 4520. Epistemology (3)

Epistemology, or the theory of knowledge, is one of the four main branches of western philosophy (along with logic, value theory and metaphysics). This course surveys enduring topics in epistemology. Historical and contemporary philosophers are discussed.

PHIL 4830. Directed Readings (1-2)

Individually designed tutorial for Philosophy minor students to fill minor requirements when they cannot be satisfied through scheduled class offerings.

PHIL 4900. Senior Capstone Seminar (3)

A comprehensive review of the various areas of philosophy and an in-depth study of a single philosopher with the goal of producing a substantial thesis paper.

PHIL 4920. Short Courses, Workshops, Institutes and Special Programs (1-3)

Consult the semester class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript.

## Appendix B

### Program Schedule:

Hypothetical B.A. in Philosophy with a Political Science Minor:

#### *YEAR 1: FALL SEMESTER [16 credits]*

FL 1010 First Year German I (4)  
ENGL EN1010 Intro to Writing (3)  
PHIL HU 1000 Intro to Philo (3)  
MATH QL 1050 College Algebra (3)  
DANC CA/DV1010 Intro to Dance (3)

#### *YEAR 1: SPRING SEMESTER [16 credits]*

FL 1020 First Year German II (4)  
ENGL EN2010 Intermediate Writing (3)  
GEO PS1020 Dinosaurs and the Fossil Record (3)  
PHIL HU 1250 Critical Thinking (3)  
POLS SS2300 Intro to Political Theory (3)

#### *YEAR 2: FALL SEMESTER [16 credits]*

FL HU2010 Second Year German I (4)  
POLS AI1100 American National Government (3)  
HIST SS1500 World History to 1500 (3)  
BTNY LS1203 Plant Biology (3)  
PHIL HU 1120 Contemporary Moral Problems (3)

#### *YEAR 2: SPRING SEMESTER [16 credits]*

FL 2020 Second Year German II (4)  
NUTR LS1020 Foundations in Nutrition (3)  
PHIL 2200 Intro to Logic (3)  
ENGL HU 2200 Introduction to Fiction (3)  
ENGL 2250 Creative Writing (3)

#### *YEAR 3: FALL SEMESTER [15 credits]*

PHIL 3010 History of Philosophy: Classical and Medieval (3)  
PHIL 3500 Philosophy of Western Religion (3)  
POLS 4020 American Constitutional Law I (3)  
ENGL HU3500 Introduction to Shakespeare (3)  
POLS 3330 American Political Thought (3)

#### *YEAR3: SPRING SEMESTER [15 credits]*

PHIL 3020 History of Philosophy: Modern (3)  
PHIL DV3550 Philosophy of Eastern Religion (3)  
POLS 4030 American Constitutional Law II (3)  
ENGL HU 3510 World Literature (3)  
POLS 4060 Elements of Law (3)

*YEAR 4: FALL SEMESTER [15 credits]*

PHIL 3150 Existentialism (3)  
PHIL 3300 Great Issues in Philosophy (3)  
PHIL 3600 Ethical Theory (3)  
POLS 4360 Classical Political Thought (3)  
ENGL 4450 American Literature Modern (3)

*YEAR 4: SPRING SEMESTER [12 credits]*

PHIL 4510 Metaphysics (3)  
PHIL 4900 Senior Capstone Seminar (3)  
POLS 4380 Modern Political Thought (3)  
PHIL 3200 Philosophy of Democracy (3)  
**Total 121 credits**

## Appendix C

### Faculty:

#### *Core Faculty:*

Robert Fudge, Assistant Professor of Philosophy, earned his Ph.D. in philosophy from Syracuse University in 2001. He completed his B.A. and M.A. degrees at Colorado State University, where he also minored in economics. Before coming to Weber State, he held the position of Visiting Assistant Professor at James Madison University (2000 – 2001) and The College of William and Mary (2001 – 2005). He has presented papers at numerous conferences, and his publications include "A Vindication of Strong Aesthetic Supervenience," *Philosophical Papers* (2005); "Problems with Contextualizing Aesthetic Properties," *The Journal of Aesthetics and Art Criticism* (2003) (with response by Marcia Eaton); "Imagination and the Science-Based Aesthetic Appreciation of Unscenic Nature," *The Journal of Aesthetics and Art Criticism* (2001); "On Harwood's Plural Voting System" (with Carol Quinn), *Journal of Social Philosophy* (2001); "A Dialogic Approach to Introducing Informal Fallacies," *Teaching Philosophy* (2001); and "Motivating Employees to Act Ethically: An Expectancy Theory Approach" (with John Schlacter), *Journal of Business Ethics* (1999). He is currently co-organizer of the 2006 Eastern Division Meeting of the American Society for Aesthetics and is founder of the Utah Consortium on Cognitive Science and Ethics.

Richard Greene, Associate Professor of Philosophy, earned his Ph.D. in Philosophy from the University of California, Santa Barbara in 1998. He taught previously at California State University, Stanislaus, California State University, Hayward (now called California State University, East Bay), and San Jose State University. He has presented papers at numerous conferences, and has published a number of articles in the areas of epistemology, metaphysics, and ethics. He has co-edited the volumes *The Sopranos and Philosophy* (Open Court, 2004) and the forthcoming *The Undead and Philosophy* (Open Court, 2006). He has been asked to give a seminar on philosophy and popular culture as part of the Smithsonian Institutions Resident Associates program. He is the Executive Director of the Society for Skeptical Studies—a group that holds several sessions annually at the meetings of the American Philosophical Association.

Peter J. Vernezze, Associate Professor of Philosophy, earned his Ph.D. in Philosophy from the University of Washington in 1989. He has published articles in *Ancient Philosophy*, *Skepsis*, and *The Journal of the Utah Academy of Sciences, Arts and Letters*. He is the author of *Reason and the World: A Critical Thinking Textbook* (Kendall/Hunt, 1995) and *Don't Worry, Be Stoic: Ancient Wisdom for Troubled Times* (University Press, 2004). In addition, he has co-edited the volumes *The Sopranos and Philosophy* (Open Court, 2004) and *Bob Dylan and Philosophy* (Open Court, 2005). He has been awarded three fellowships for study by the National Endowment for the Humanities and has been a visiting fellow at The American School of Classical Studies in Athens, Greece.

#### *Support Faculty:*

Thomas Kuehls, Ph.D. in Political Science from Johns Hopkins University, Professor  
Leah Murray, Ph.D. in Political Science from University at Albany, Assistant Professor

#### *Adjunct Faculty:*

Nancy Balmert, M.A. in Philosophy from University of California, Santa Barbara  
Diana Buccafurni, M.A. in Philosophy from University of Utah  
Michael Hermon, M.A. in Philosophy from University of Utah  
Anna Vaughn, M.A. in Philosophy from University of Utah

## Appendix D

### LETTERS OF SUPPORT FROM OTHER USHE INSTITUTIONS THAT OFFER BACCALAUREATE DEGREES IN PHILOSOPHY



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August 4, 2005

Richard Greene  
Department of Political Science and Philosophy Weber State University 1203 University Circle  
Ogden, UT 84408-1203

Dear Richard,

Thank you for sending me your initial proposal to establish a Baccalaureate Degree in Philosophy at Weber State University. Your proposal looks very good, and we are entirely favorable toward such a degree being established. We look forward to seeing your proposal as more details are worked out, and wish you every success.

Sincerely,

Charlie Huenemann Department Head  
Languages, Philosophy, and Speech Communication

THE DEPARTMENT OF LANGUAGES, PHILOSOPHY & SPEECH COMMUNICATION

0720 Old Main Hill Logan, Utah 84322-0720 USA Phone (435) 797-1209 .Fax (435) 797-1329 .web:  
[www.usu.edu/langphi1](http://www.usu.edu/langphi1)



September 27, 2005

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Professor Richard Greene  
Department of Political Science & Philosophy Weber State University 1203 University Circle  
Ogden, UT 84408-1203

Dear Professor Greene:

I am writing as chair of the Philosophy Department at the University of Utah to express our support for your proposal to implement a philosophy major at Weber State University. Philosophy is core to a liberal arts education and a philosophy major is an excellent preparation for further work not only in philosophy but also in law, medicine, and many other fields. It is important for any university to offer a philosophy major. You now have resources at an acceptable level to offer a major, and we are glad you are taking steps to do so.

The design of the major as you propose it follows our basic structure, requiring courses in major areas of philosophy: history, epistemology and metaphysics, ethics, and philosophical methodology. The course offerings in your program are deeper in ethics and political philosophy than in other areas; thus the major as currently framed will be especially useful for students planning to go to law school. There are now three faculty members in the department, one (Fudge) specializing in ethics and aesthetics, a second (Greene) in epistemology, and a third (Vemette) in the history of philosophy. The faculty members are all very well qualified and the distribution of interests is well balanced.

This said, the major as proposed is relatively bare bones. The department's coverage in ethics and political philosophy is good (although some of these courses may be staffed by faculty from political science). But the department does not offer courses in some key areas, such as philosophy of science (an area particularly interesting to students contemplating medical school). The department also cannot offer much in the way of advanced courses, outside of the coverage in ethics and political philosophy and the courses in figures-in-the history of philosophy.

Our major at the University requires two or three courses in each of the main areas of philosophy; the Weber State major as proposed only requires one course in some of them, largely because of staffing limitations. Eventually in my judgment a more adequate major will require additional staff appointments in philosophy. Universities that are comparable to Weber State (such as Northern Arizona University or even Utah Valley State College) tend to have more philosophers on the faculty than Weber State does. Often, these larger faculties are supported by significant service teaching, for example in critical thinking (at NAU) or in ethics (at UVSC).

I hope this information is helpful to you and I wish you success in your efforts to institute a major at wsu.

Sincerely,

LL

Leslie P. Francis Chair & Professor



UNIVERSITY OF UTAH 260 \$, Central Campus Drive I Room 341 I

1 COLLEGE OF HUMANITIES I DEPARTMENT OF PHILOSOPHY

5a~ Lake Crty, UT 84112 I phone 801.581.8161 I fax 801.585.5195 I [www.hum.utah.edu/philosophy](http://www.hum.utah.edu/philosophy)



Humanities and Philosophy Department -173

October 27,2005

Dr. Richard Green  
Associate Professor of Philosophy Weber State University 1203 University Circle  
Ogden, UT 84408-1203

Dear Dr. Green:

I am writing on behalf of the Department of Philosophy and Humanities at Utah Valley State College regarding your proposal for a baccalaureate program in philosophy at Weber State University. UVSC strongly supports the development of this program. The curriculum is solid and the existing faculty possess the credentials necessary to administer the degree. The only concern we observe is the need to hire more faculty with diverse areas of specialization to offer the students a richer educational experience in the program. Three full-time faculty is adequate, but obviously not ideal. With this observation in mind, we support your efforts and hope the University will see the need for more faculty in your program in coming years.

Best of luck in your efforts and please let us know if we can be of further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian D. Birch". The signature is fluid and cursive, with a large loop at the end.

Brian D. Birch  
Chair, Department of Philosophy and Humanities  
Utah Valley State College

800 West University Parkway, Orem, UT 84058-5999 .Telephone 801 863-8352, Facsimile 801 863-6146

## Appendix E

External Review

Professor Rita Manning, Department Chair, San Jose State University

January 1, 2006

Dear Regents,

I am writing to support Weber State's proposal for a degree program in Philosophy. I think that a Philosophy BA is intrinsically valuable, an essential component of a credible liberal arts program, crucial for good citizenship in a democracy, a strong background for a number of careers, and something that is especially valuable at this time in history. Further, I think Weber State's proposal is well conceived, effective and efficient and they have the staff and resources currently in place to have a very credible program. Let me elaborate.

Philosophy has proven its value by remaining a robust discipline and program of study in every major intellectual tradition for over two thousand years. A University that wants to maintain a reputation for its strong liberal arts emphasis simply must have an undergraduate degree program in Philosophy.

Citizenship in our increasingly volatile and global political environment requires citizens who are skilled in making reasoned, deliberate and thoughtful judgments about controversial and emotionally laden issues. Philosophers since Socrates have prided themselves on their ability to act in a courageous and reasoned manner regardless of the chaos and emotional upheaval that surrounds them. This strength and insight explains why the political foundations of democracies around the world rest upon classic works of philosophy. Our own Constitution and Declaration of Independence rely very heavily on the work of John Locke, for example.

The proposal by Weber State explains the importance of a BA in Philosophy in a student's professional preparation. I agree with everything they have to say there. Let me add a further consideration. Recently a national study carried out by the National Center for Education Statistics revealed that only 31% of college graduates were literate enough to read and comprehend a work like *A Tale of Two Cities*. In the face of this very disturbing finding, graduate and professional programs, as well as entry-level employers, will be looking for students who can demonstrate a high degree of literacy. Since Philosophy is a major that focuses on both the comprehension and thoughtful critique of very difficult texts on difficult topics, I predict that a BA in Philosophy will become even more prestigious in the future.

Philosophy is enjoying a resurgence of interest at the present time for a number of reasons. In the aftermath of 9/11, people began to rethink many of their commitments and preoccupations. Philosophy, whose core project is the search for meaning, provides a place to continue this search in a disciplined and focused way. Second, as the global economy creates uncertainty and instability in the job market, students are looking for a degree that will give them a lasting foundation for lifelong learning rather than one that just gives them a set of skills that may be obsolete in a few years. Philosophy provides just such a foundation.

Finally, Weber State already has the faculty and faculty expertise to create a credible BA program in Philosophy with no significant increase in resources. The program as described is quite good, with a

nice range of classics and contemporary topics. The three full time faculty members have impressive credentials and a wide range of expertise. The two faculty members from Political Science are both willing and qualified to teach in a BA program in Philosophy. I agree that Weber State can expect to continue to supplement this expertise with PhD students from the University of Utah. In short, I see a program that would be both highly effective and very efficient and thus a win-win for all concerned.

In sum, I think that the time is right for a Philosophy BA at Weber State and that this proposal outlines a strong, effective and efficient program. I endorse it without qualification. If you have any questions, please feel free to call me.

Sincerely,

Rita Manning, PhD  
Professor and Department Chair  
San José State University  
408-924-4470

## Appendix F

### **PROFESSOR ROBERT S. FUDGE**

Weber State University  
Dept. of Political Science and Philosophy  
1203 University Circle  
Ogden, UT 84408-1203  
(801) 626-7046 office  
(801) 393-4945

#### CURRENT POSITION:

Assistant Professor, Weber State University

#### AREAS OF SPECIALIZATION:

Ethics, Aesthetics

#### AREAS OF COMPETENCE:

Applied Ethics, Environmental Philosophy, Metaphysics, Critical Thinking, Logic

#### EDUCATION:

Ph.D. Philosophy, Syracuse University, 2001.

M.A. Philosophy, Colorado State University, 1994.

B.A. Philosophy, Colorado State University, *summa cum laude*, 1991 (minor in economics).

#### PUBLICATIONS:

"A Vindication of Strong Aesthetic Supervenience," *Philosophical Papers*, 34 (2005): 149-171.

"Problems with Contextualizing Aesthetic Properties," *The Journal of Aesthetics and Art Criticism* 61 (2003): 67-70 (with response by Marcia Eaton).

"Imagination and the Science-Based Aesthetic Appreciation of Unscenic Nature," *The Journal of Aesthetics and Art Criticism* 59 (2001): 275-285.

"On Harwood's Plural Voting System" (with Carol Quinn), *Journal of Social Philosophy* 32 (2001): 500-504.

"A Dialogic Approach to Introducing Informal Fallacies," *Teaching Philosophy* 24 (2001): 371-377.

"Motivating Employees to Act Ethically: An Expectancy Theory Approach" (with John Schlacter), *Journal of Business Ethics* 18 (1999): 295-304.

#### CONDITIONALLY ACCEPTED:

"Musical Mental Event Kinds and the Ontology of Music," *The British Journal of Aesthetics*.

#### REVIEWS:

Review of James Young, *Art and Knowledge*, in *The Journal of Aesthetics and Art Criticism*, 63 (2005): 198-200.

Review of Ananta Ch. Sukla, ed., *Art and Experience*, in *The Journal of Aesthetics and Art Criticism*, 63 (2005): 89-90.

Review of Arnold Berleant, ed., *Environment and the Arts: Perspectives on Environmental Aesthetics*, in *Environmental Values*, 13 (2004): 121-123.

Review of Emily Brady and Jerrold Levinson, eds., *Aesthetic Concepts: Essays after Sibley*, in *The Journal of Aesthetics and Art Criticism*, 61 (2003): 301-302.

Review of Richard Brandt, *Facts, Values, and Morality*, in *Philosophy in Review* 18:1 (1998): 8-9.

#### WORKS UNDER REVIEW:

"Appreciation: Moral and Aesthetic"

#### WORKS IN PROGRESS:

*Empathy and the Claims of Morality* (monograph)

"Imaginative Empathy: The Heart of Moral Appreciation"

*The Art and Science of Critical Thinking* (textbook)

#### PRESENTATIONS:

"The Elements of Aesthetic Appreciation," American Society for Aesthetics Eastern Division meeting, April, 2004.

"Finding Beauty in Nature: Philosophical Aesthetics and the World Environmental Crisis," The Hawaii International Conference on Arts and Humanities, January 2004.

"Is There an Appropriate Aesthetic Appreciation of Nature?," Brooklyn College, December 2003.

"Appreciation: Moral and Aesthetic," College of William and Mary Colloquium Series, October, 2003.

"Problems with Epistemologizing Aesthetic Properties," American Society for Aesthetics Eastern Division meeting, April 2002.

"Moral Appreciation," James Madison University, March 2002.

"Value and Understanding in Aesthetic Appreciation," College of William and Mary Colloquium Series, November 2001.

"Value and Understanding in Aesthetic Appreciation," Virginia Philosophical Association annual meeting, October 2001.

"What Cognitive Science Can Teach Us about Musical Ontology," Hampden-Sydney College, October 2001.

"Aesthetic Appreciation and Imperceptible Properties," Syracuse University *Pathways to Knowledge* lecture series, April 2000.

"Civil Rights Laws, Employment Practices, and the Just Society," Marquette University Conference on Business Ethics, March 2000.

"Sound Structures, Musical Ideas, and the Ontology of Musical Works," Syracuse University Arts and Aesthetics Research Group, November 1996.

"Justice as Natural, Justice as Conventional: Hume's Paradox," Syracuse University Graduate Philosophy Conference, April 1994.

#### GRANTS AND AWARDS:

The College of William and Mary Teaching Project Grant, Fall 2002 – Spring 2003.

National Endowment for the Humanities Institute on "Art, Mind, and Cognitive Science," Summer 2002.

Syracuse University Creative Research Grant, Spring 2000.

Syracuse University Certificate in University Teaching, Fall 1999.

Syracuse University Fellow, Fall 1994 – Spring 95, Fall 1996 – Spring 97.

Syracuse University Philosophy Department Summer Grant, 1996, 1998.

Alvin York Bell Memorial Award for Outstanding Graduate Achievement, Colorado State University, Spring 1994.

## ACADEMIC POSITIONS:

### Weber State University

Assistant Professor, Fall 2005 – Present.

Courses Taught:

PHIL 1000 Introduction to Philosophy

PHIL 1120 Contemporary Moral Problems

PHIL 3600 Ethical Theory

### The College of William and Mary

Visiting Assistant Professor, Fall 2001 – Spring 2005.

Courses taught:

PHIL 150W Freshman Seminar in Philosophy

PHIL 201 Introduction to Philosophy

PHIL 210 Critical Thinking

PHIL 306 Philosophical Problems: Sympathy/Empathy and the Imagination

PHIL 330 Ethics

PHIL 492 Advanced Seminar: Empathy and the Claims of Morality

INTR 491 Evolution: Philosophical, Biological, and Religious Perspectives

### James Madison University

Visiting Assistant Professor, Spring 1999, Fall 2000 – Spring 2001.

Course Taught: GPHIL 120 Critical Thinking

### Syracuse University

Instructor, Fall 1998, Fall 1999 – Summer 2000.

Courses Taught:

PHI 171 Critical Thinking (Classroom and Internet Formats)

PHI 191 Ethics and Value Theory

Teaching Associate, Fall 1997 – Spring 1998.

Course Taught: PHI 107 Theories of Knowledge and Reality

Teaching Assistant, Fall 1995 – Spring 1996.

Course Assisted: PHI 191 Ethics and Value Theory

### Colorado State University

Visiting Instructor, Summer 1997.

Course Taught:

PL 206 Introduction to Knowledge and Existence

Graduate Instructor, Fall 1993 – Spring 1994.

Course Taught:

PL 110 Logic and Critical Thinking

Graduate Assistant, Fall 1992 – Spring 1993.

Course Assisted: PL 110 Logic and Critical Thinking

## SERVICE TO UNIVERSITY AND PROFESSION:

Freshman Advisor, The College of William and Mary, Fall 2002 – Present.

Article Reviewer for *The Journal of Philosophy, Science and Law*, Spring 2004.

Philosophy Department Colloquium Co-Coordinator, The College of William and Mary, Fall 2002 – Spring 2003.  
Philosophy Club Faculty Advisor, The College of William and Mary, Fall 2002 – Spring 2004.  
Departmental Representative to the General Education Program Committee, James Madison University Spring 2001.  
Manuscript Reviewer for Donald Palmer's *Does the Center Hold?*, 3rd ed. (hired by Mayfield Publishing), Spring 2000.  
Departmental Graduate Student President, Syracuse University, Fall 1997 – Spring 1998.  
Internal Speakers Committee, Syracuse University, Fall 1997 – Spring 1998.  
Graduate Student Organization Representative, Syracuse University, Fall 1996 – Spring 1997.  
Graduate Student Liaison Committee, Syracuse University, Fall 1995 – Spring 1996, Fall 1997 – Spring 1998.  
Graduate Student Conference Committee, Syracuse University Fall 1994 – Spring 1995, Fall 1998.  
Contributor to *Fields of Knowledge*, an online reference resource, on the intersection between ethics and aesthetics.

PERSONAL INTEREST:

Classical Piano, Racquetball, Volleyball

## PROFESSOR RICHARD V. GREENE

Department of Philosophy  
Weber State University  
1203 University Circle  
Ogden, UT 84408-1203  
(801) 626-7177 work  
(801) 394-1125 home

rgreene@weber.edu  
<http://faculty.weber.edu/rgreene>

Areas of Specialization:  
Epistemology, Metaphysics, Ethical Theory, History of Modern Philosophy

Areas of Competence:  
History of Ancient Philosophy, Political Philosophy, Logic, Critical Thinking, Business Ethics, Professional Ethics, Environmental Ethics, Medical Ethics

Educational Record:  
Ph.D.  
Philosophy, University of California, Santa Barbara, 1998.  
Dissertation: *A Qualified Rejection of the Principle of Epistemic Closure*  
Supervisor: Anthony Brueckner.  
M.A., C.Phil.  
Philosophy, University of California, Santa Barbara, 1995.  
Thesis: "Problems with Plantinga's Solution to the Gettier Problem."

M.A.  
Philosophy, San Francisco State University, 1992.  
Thesis: "A Critical Analysis of Lakoff's Experientialism."

B.S.  
Business Administration, California State University, Stanislaus, 1989.

Honors:  
1. Best Paper, Letters Division-Philosophy 2004, awarded by the Utah Academy of Sciences, Arts, & Letters.  
2. Best Paper, Letters Division-Philosophy 2002, awarded by the Utah Academy of Sciences, Arts, & Letters.  
3. Professor of the Year 2000-2001, awarded by the San Jose State University Department of Philosophy.  
4. Outstanding Faculty Member 1997-1998, awarded by the University of California, Santa Barbara Residence Hall Association and the Office of Residential Life.  
5. Ralph W. Church Fellowship, University of California, Santa Barbara 1997.

### Publications:

1. "The Badness of Undeath" in *The Undead and Philosophy* (Popular Culture & Philosophy Series), R. Greene & K. Mohammad (Eds.), Open Court Publishers Press, (forthcoming).

2. *The Undead and Philosophy* (Popular Culture & Philosophy Series), R. Greene & K. Mohammad (Eds.), Open Court Publishers Press, (forthcoming).
3. "A Puzzle About Epistemic Standards," *Southwest Philosophy Review* vol. 21, number 1 (January 2005).
4. "A Review of Marilyn E. Coors, *The Matrix: Charting an Ethics of Inheritable Genetic Modification*" *Politics and the Life Sciences*, forthcoming.
5. "Does the Non-Identity Problem Block a Class of Arguments Against Cloning?," *International Journal of Applied Philosophy*, volume 18, number 1 (Spring 2004).
6. "Warranted Regretability Maneuvers and the Deprivation View of Death's Badness," in *Death and Anti-Death: One Hundred Years After N. F. Fedorov (1829-1903)*, Charles Tandy (Ed.), Ria University Press/Universal Publishers (2003).
7. "Is Tony Soprano Self-Blind?" in *The Sopranos and Philosophy* (Popular Culture & Philosophy Series), R. Greene & P. Vernezze (Eds.), Open Court Publishers Press, (2004).
8. *The Sopranos and Philosophy* (Popular Culture & Philosophy Series), R. Greene & P. Vernezze (Eds.), Open Court Publishers Press, (2004).
9. "Constitutive Theories of Self- Knowledge and the Regress Problem," *Philosophical Papers*, volume 32, number 2 (July 2003).
10. "Contextualism and the Fixed Standards Objection," *The Journal of the Utah Academy*, (2003).
11. "Immortality, Death, and our Obligations to Future Generations," in *The Philosophy of Robert Ettinger*, Charles Tandy & Scott R. Stroud (Eds.), Ria University Press/Universal Publishers (2003).
12. "Morality on Television: The Case of Buffy the Vampire Slayer," in *Buffy the Vampire Slayer and Philosophy: Fear and Trembling in Sunnydale* (Popular Culture & Philosophy Series), J. B. South (Ed.), Open Court Publishers Press, (2003) with Wayne Yuen.

An earlier version of this paper ("Why We Can't Spike Spike: Moral Thems in Buffy the Vampire Slayer") appeared in *Slayage: The Online Journal of Buffy Studies*, vol. 2 (<http://slayage.tv>). The earlier version has subsequently been translated into German and appears in *Buffyverse* (<http://www.buffyverse.info/article.php?sid=1482&mode=thread&order=0>).

13. "A Rejection of the Epistemic Closure Principle," *Southwest Philosophy Review* vol.17, number 2 (July 2001).
14. "Two Notions of Warrant and Plantinga's Solution to the Gettier Problem," *Analysis* 57 (April 1997) with N. A. Balmert.

Professional Activity:

1. "Epistemic Standards," Society for Skeptical Studies group meeting at the Pacific Division Meeting of the American Philosophical Association; Spring 2005.
2. Chaired group meeting of the Society for Skeptical Studies at the Pacific Division meeting of the APA; Spring 2005.
3. Chaired group meeting of the Society for Skeptical Studies at the Eastern Division meeting of the APA; Fall 2004.
4. "A Puzzle About Epistemic Standards," delivered at The Annual Meeting of the Southwestern Philosophical Society; Fall 2004.
5. "A Puzzle About Epistemic Standards," delivered at Northwest Philosophy Conference; Fall 2004.
6. "A Puzzle About Epistemic Standards," delivered at the Annual Meeting of the Utah Academy of Sciences, Arts, and Letters; Spring 2004.
7. Chaired group meeting of the Society for Skeptical Studies at the Pacific Division meeting of the APA; Spring 2004.
8. "Does the Non-Identity Problem Block a Class of Arguments Against Cloning delivered at the Annual Meeting of the Utah Academy of Sciences, Arts, and Letters; Spring 2003.
9. "Does the Non-Identity Problem Block a Class of Arguments Against Cloning," delivered at Northwest Philosophy Conference; Fall 2002.
10. "A Reply to Card's Criticism of Marquis's Conservative View on Abortion," comments on delivered paper at Northwest Philosophy Conference; Fall 2002.
11. "A Reply to Black on Skepticism and Warranted Assertion," comments on delivered paper at Mountain-Plains Philosophy Conference; Fall 2002.
12. "Contextualism and the Fixed Standards Objection," delivered at the Annual Meeting of the Utah Academy of Sciences, Arts, and Letters; Spring 2002.
13. "Response to Brueckner," comments on delivered paper at Utah Conference on Self Knowledge; Spring 2002.
14. Chaired colloquium on Testimony and Belief at the Pacific Division meeting of the APA; Spring 2002.
15. Chaired group meeting of the Society for Skeptical Studies at the Pacific Division meeting of the APA; Spring 2002.
16. Committee Member, Ethics Committee, McKay-Dee Hospital Center (Ogden, Utah); Fall 2001 to present.
17. Executive Director, Society for Skeptical Studies; Fall 2000 to present.

18. "Contextualism, Skepticism, and Closure," invited paper, San Francisco State University Philosophy Colloquium; Spring 2001.
19. "Contextualism, Skepticism, and Closure," San Jose State University Philosophy Colloquium; Spring 2001.
20. "Some Problems With Contextualist Solutions to Skeptical Problems," Weber State University; Spring 2001.
21. "Worries About Contextualist Solutions to Skeptical Problems," Society for Skeptical Studies group meeting at the Pacific Division Meeting of the American Philosophical Association; Spring 2001.
22. Chaired Colloquium on Epistemic Justification at the Pacific Division meeting of the APA; Spring 2001.
23. Founded Society for Skeptical Studies; Fall 2000.
24. Chaired session at the Santa Barbara City College Conference on Virtue Epistemology; Fall 1999.
25. Chaired group session at the Pacific Division meeting of the APA; Spring 1991.

#### Teaching Experience:

1. Associate Professor of Philosophy, Weber State University–Ogden, UT (2001 to present).
2. Lecturer, San Jose State University–San Jose, CA (1999-2001).
3. Lecturer, California State University, Stanislaus–Turlock, CA, (1999-2001).
4. Lecturer, California State University, Hayward–Hayward, CA (1999).
5. Lecturer, Laney College–Oakland, CA, (1999).
6. Lecturer, Oxnard College–Oxnard, CA, (1998).
7. Lecturer, Santa Barbara City College–Santa Barbara, CA, (1996-1998).
8. Teaching Associate (academic title for courses independently taught), University of California, Santa Barbara–Santa Barbara, CA, (1996-1998).
9. Teaching Assistant, University of California, Santa Barbara, (1994-1998).

#### Courses Taught:

Introduction to Philosophy, History of Ancient Philosophy, History of Modern Philosophy, Graduate Seminar on British Empiricism, Metaphysics and Epistemology, Great Issues (on the metaphysics of death and on the internalist/externalist debate in epistemology), Contemporary Moral Problems, Ethical Theory, Medical Ethics, Business and Professional Ethics, Professional Ethics, Police Ethics, Philosophical Inquiry, Logic, Clear Thinking, and Critical Thinking.

## PROFESSOR PETER J. VERNEZZE

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### EMPLOYMENT

Weber State University 1990-present  
Associate Professor of Philosophy

### EDUCATION

University of Washington, Ph.D. 1989 Philosophy  
Seattle, Washington

University of Illinois, M.A. 1985 Philosophy  
Chicago, Illinois

University of Wisconsin, B.A. 1982 Philosophy

### PUBLICATIONS

#### a. Books

Co-editor, *Bob Dylan and Philosophy*. (Open Court Press, forthcoming).  
Co-editor, *The Sopranos and Philosophy* (Open Court Press, 2004).  
*Don't Worry, Be Stoic: Ancient Wisdom for Troubled Times*. (University Press, 2004)  
*Reason and the World: A Critical Thinking Textbook*. (Kendall/Hunt, 1995).

#### b. Articles

"I Got My Bob Dylan Mask On: Dylan and Personal Identity." In *Bob Dylan and Philosophy* (Open Court Press, forthcoming).  
"Tony Soprano in Hell: Chase's Mob in Dante's Inferno." In *The Sopranos and Philosophy* (Open Court Press, 2004).  
"Stoicism and 9/11." In *Journal of the Utah Academy*, 2003. Volume 80: 106-111.  
"The Philosophers' Interest." In *Plato: Critical Assessments*. Ed. by Nicholas Smith (Routledge, 1998).  
"The Moral Vulnerability of Plato's Philosopher-Rulers" with Nicholas D. Smith. *Skepsis* 8 1997 pp. 103-119.  
"Wisdom and Ruling in the Republic." In *Knowledge, Teaching and Wisdom*. Ed. by Keith Lehrer. (Kluwer Academic Publishing, 1996).  
"Platonic Happiness." In *The Journal of the Utah Academy of Sciences, Arts and Letters* (Volume 70, 1993).

### PROFESSIONAL ACTIVITY

"Moderation or the Middle Way: Buddhist and Stoic Conceptions of Anger." Paper presented at the International Conference on Ancient and Medieval Philosophy. Fordham University, October 31<sup>st</sup>-November 2<sup>nd</sup>, 2003.

“Is the Buddha a Stoic?” Invited paper presented to the University of New Mexico Philosophy Department. October 25<sup>th</sup>, 2002.

“Emotionally Intelligent Stoics.” Paper presented at Northwest Conference on Philosophy. Washington State University. October 12-13<sup>th</sup> 2001.

“Stoic Grief.” Paper presented at Utah Academy of Arts and Sciences, April 12<sup>th</sup> 2000.

“The Moral Vulnerability of Plato’s Philosophers.” Paper read at the Pacific Division of the American Philosophical Association, March 27<sup>th</sup> 1998.

“Ask not What Athens can do for you, ask what you can do for Athens.” Invited paper read at the Arizona Colloquium on Socrates. Feb. 23-25<sup>th</sup>, 1996.

“The Use of Videotape in the Critical Thinking Classroom.” Presentation at the Pacific Division of the American Philosophical Association. April 4-7, 1996 Seattle, WA.

“Aristotle and the Last Man.” Paper presented at the Sixth International Conference on Greek Philosophy. August 20<sup>th</sup>-30<sup>th</sup>, 1994. Ierissos, Greece.

“The Use of Newspaper Editorial in the Critical Thinking Classroom.” Presentation at the Second Intermountain Critical Thinking Conference. June 11<sup>th</sup>, 1994. University of Nevada-Las Vegas.

“Platonic Happiness.” Paper read at the American Philosophical Association Central Division Meetings. March, 1993.

#### NATION-WIDE AND INTERNATIONAL STUDY

National Endowment for the Humanities Summer Institute: Emerson at 200. June 30<sup>th</sup>-August 8<sup>th</sup> 2003. St John’s College, Sante Fe, New Mexico. Directed by Russell Goodman.

Faculty Fellow, Naropa University. Boulder, Colorado. Fall, 2002.

Visiting Fellow, American School of Classical Studies. January-June 1997.

American School of Classical Studies Summer program: Intensive Introduction to Greek Archaeology. Athens, Greece. Summer, 1995.

National Endowment for the Humanities Summer Institute. Topic: Knowledge, Teaching and Wisdom. University of California, Berkeley. Directors: Nicholas Smith and Keith Lehrer. Summer 1993.

National Endowment for the Humanities Summer Seminar. Topic: Socrates. Director: Gregory Vlastos. University of California, Berkeley. Summer 1990.

#### PROFESSIONAL ORGANIZATIONS

American Philosophical Association  
 Society for Ancient Greek Philosophy  
 Utah Academy of Arts, Letters and Sciences

March 1, 2006

## MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College—B.S. Degree in Information Systems (IS) and a related interdisciplinary Minor in Information Systems – Action Item

### Issue

Officials at Utah Valley State College propose to offer a B.S. degree in Information Systems (IS) and a related interdisciplinary Minor in Information Systems Fall 2006. The proposal was approved by the UVSC Board of Trustees on January 28, 2005, and the Letter of Intent was approved by the Program Review Committee on January 5, 2006 and recommended for the abbreviated track.

### Background

The Information Systems Degree at UVSC will prepare students to function as software developers, information technology managers, and project management specialists for enterprise-wide management information systems

The proposed degree builds on successful concentrations in an already established information technology degree. Faculty, labs., advising, administrative support, and all courses except one are already in place. UVSC has had an Information Systems offering since 1993 when the program was launched as a concentration in the original B.S. Computer Science/Information Systems Degree. It has gone through several organizational changes and the latest organizational change has brought the faculty, curriculum, and laboratory facilities of the program into the School of Technology and Computing.

The proposed degree in Information Systems supports the USHE challenge to increase the number of graduates in Engineering, Computer Science and related technology. The degree provides additional academic infrastructure in Utah County to support the governor's economic cluster initiatives, specifically the "Software Development and Information Technology" cluster.

### Policy Issues

Other USHE institutions have reviewed this proposal and no opposition or questions have been raised.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the Request by Utah Valley State College for a B.S. Degree in Information Systems (IS) and a related interdisciplinary Minor in Information Systems, beginning Fall Semester, 2006 .

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Richard E. Kendell, Commissioner

REK/GW  
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to offer a B.S. Degree in Information Systems (IS) and a related interdisciplinary Minor in  
Information Systems, beginning Fall Semester, 2006

Utah Valley State College

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

March 1, 2006

## Section I: The Request

Officials at Utah Valley State College propose to offer a B.S. degree in Information Systems (IS) and a related interdisciplinary Minor in Information Systems Fall 2006. The proposal was approved by the UVSC Board of Trustees on November 10, 2005 and the Letter of Intent was approved by the Program Review Committee on January 5, 2006 and recommended for the abbreviated track.

## Section II: Program Description

### **Complete Program Description**

Information Systems graduates apply the concepts, principles and processes for two broad areas of activities within organizations: (1) acquisition, deployment, and management of information technology resources and services (the information systems function) and (2) systems analysis, development, and evolution of infrastructure and systems for use in organizational processes (the analysis and decision support function). The Information Systems Degree at UVSC will prepare students to function as software developers, information technology managers, and project management specialists for enterprise-wide management information systems.

UVSC has had an Information Systems offering since 1993 when the program was launched as a concentration in the original B.S. Computer Science/Information Systems degree. It has gone through several organizational changes and the latest organizational change has brought the faculty, curriculum, and laboratory facilities of the program into the School of Technology and Computing. The Information Systems faculty originally housed in the School of Business has been combined with the Information Technology faculty in the School of Technology and Computing to form the Department of Information Systems and Technology. The Information Technology and E-commerce options in the existing Information Technology degree in the IS&T department have a curriculum that meets all the requirements for the ABET (Accreditation Board for Engineering and Technology), CAC (Computing Accreditation Commission) Information Systems guidelines for accreditation cycles beginning 2007. All of the course work required and laboratory facilities required to produce an ABET-accredited Information Systems degree are currently in place and being utilized in either the Information Technology and E-commerce options in the IS&T department or in the CNS ABET-accredited Computer Science degree program.

The proposed curriculum follows:

### Bachelor of Science in Information Systems (122 credit hours)

|                                          |                 |
|------------------------------------------|-----------------|
| General Education Core Courses           | 36 Credit Hours |
| Quantitative Requirement                 | 7 Credit Hours  |
| Information Systems Environment/Business |                 |
| Foundation                               | 18 Credit Hours |
| Information Systems Core Requirement     | 46 Credit Hours |
| Electives                                | 15 Credit Hours |

### Minor in Information Systems (21 credit hours)

Information Systems Core Requirement  
Discipline-related Electives

9 Credit Hours  
12 Credit Hours

For program details, see Exhibit A – Program Advising Sheets. Appendix A – Program Requirements provides another view of the program and minor with courses grouped into the categories listed above. Appendix A-New Course Description provides details on the one new course required to implement this degree offering.

### **Purpose of the Degrees**

The proposed degree builds on successful concentrations in an already established information technology degree. Faculty, labs, advising, administrative support, and all courses except one are already in place. The proposal is a minor modification to a successful, existing program for which there is benefit to students for a separate degree.

### **Institutional Readiness**

The Bachelor of Science in Information Systems has been on the UVSC priority list for the last few reports and is on the 1-to-12 month list for submission to the Board of Regents during academic year 2005-2006. Since the proposed degree builds on a successful concentration, and only one new course will be needed, the institution is well positioned to implement the degree with minimum institutional impact.

### **Faculty**

The Information Systems and Technology department has seven full-time faculty with the following degree distribution: 3 PhDs, 3 MS degrees, and 1 MBA. There are three faculty members in the department particularly qualified to teach the upper-division Information Systems portions of the degree program. A complete list of faculty can be found in the Appendix B – Full-time Faculty Credentials.

During the Spring 2005 semester seventy-eight percent of course credits in the IS & T department were taught by full-time faculty. During the Fall 2005 Semester, the full-time/adjunct ratio improved to eighty-eight percent. Any new faculty requirements for the IS program will be staffed with adjunct. Below is a projection for faculty requirements to support the proposed B.S. Information Systems:

Faculty Requirements (faculty to teach the new courses in the curriculum)

| Faculty           | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |
|-------------------|---------|---------|---------|---------|---------|
| New faculty       | 0.6     | 0.9     | 1.0     | 1.0     | 1.0     |
| Cost Per FTE      | \$1,277 | \$1,125 | \$1,088 | \$1,118 | \$1,148 |
| Student/Fac Ratio | 21.67   | 24.44   | 25.00   | 25.00   | 25.00   |

The projected new faculty needs are between 0.6 and 1.0 FTE to cover the introduction of the new course and increases in program enrollment. In the proposal budget, UVSC has reflected the need for

adjunct salaries up to one FTE per year, starting in year three and running through year five. With a full-time/adjunct ratio at a healthy 88%, the plan is to hire an adjunct to cover the additional FTE needed. This adjunct will teach the lower division course vacated by a contract faculty who would teach the new upper division course, INFO 4440 Software Acquisition, Implementation and Integration. The adjunct will maintain the target 25 student/faculty ratio used in the requirements forecast.

The Laboratory facilities available for the Information Systems program include over 110 new Intel-based microprocessor systems and an associated server array that services the workstations and insures that the latest versions of the software loads are on all machines. The facilities in place serve the needs of the existing information technology program and are adequate to support at least an additional 100 information systems students.

### **Staff**

No additional staff will be needed to implement the program.

### **Library and Information Resources**

The UVSC library and information resources are adequate to support the program. Additional library and information support materials will be added from the existing budget allocated for the program.

### **Admission Requirements**

There are no special admission requirements specific to the proposed program.

### **Student Advisement**

The advising process for this program will be handled through the advisors assigned to the School of Technology and Computing and through the general advisement center. Students have the opportunity to receive one-on-one advisement concerning the academic program as well as career information. No additional advisement staff will be required.

### **Justification for the Number of Credits**

The number of credits for this bachelor's degree is 122, which is within the Regents guidelines for a baccalaureate degree.

### **Projected Enrollment**

The estimated student population growth for the B.S. Information Systems degree program at UVSC is shown in the following chart (this estimate provides for graduating students in the third through the fifth years but it also assumes an increasing enrollment for the programs such as has happened in the CNS program)

### **Student Majors**

| <b>Projected</b>          | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|---------------------------|---------------|---------------|---------------|---------------|---------------|
| FTE Students              | 13.00         | 22.00         | 25.00         | 25.00         | 25.00         |
| Juniors/Seniors Headcount | 30            | 60            | 65            | 65            | 65            |

### **Section III: Need**

#### **Program Necessity**

The U.S. Department of Labor, Bureau of Labor Statistics, in its 2004-2005 Occupational Outlook Handbook states that employment in the field is expected to grow by 42% in the 2002 to 2012 period. Americas Career Infonet lists the demand for Information Systems graduates in the top 10 of fastest growing professions and in the top 15 of those professions with the most job openings. The local demand remains strong. Approval of the proposed degree will assist in providing trained individuals for the workforce in this high demand area.

#### **Labor Market Demand**

The labor market demand estimates are based upon revised data from a 2003 study and they use data from the US Department of Labor 2004-2012 Occupational Outlook Handbook. The America's Career Infonet study predicts over 400 job openings annually in Utah in the 2000 to 2010 period. The Utah Department of Workforce Services, in its 2000-2010 employment projections, lists information systems positions as having 420 annual job openings in Utah at an estimated average wage of \$30.00 per hour.

Utah County is a rapidly growing area of the state with a large high technology industry segment. The 2004 Utah Valley Economic Development Association (UVEDA) lists over 500 high technology companies in Utah County. To support the continued growth of the high technology sector in Utah County, a growing supply of educated people in the information systems field is necessary. Currently UVSC has a thriving computer science program that meets part of the need. The degree program requested would complement the computer science program and provide additional talent to the high technology employee pool needed in Utah County and across the State of Utah. Information Systems graduates are in demand because they are an essential element in the growth of the high technology industries. UVSC is in a position to accommodate the needs of the local student population and to enhance the State of Utah's capability to provide an attractive environment for high technology industries.

At the ABET annual conference on October 30, 2003, a panel chaired by Russell Shackelford, a Stanford University Professor, pointed out that computing has changed during the 1990s. The early computing disciplines were Computer Science (CS) and Information Systems (IS). During the 90's the computing disciplines expanded to include Computer Engineering (CE), Software Engineering (SE), and Information Technology (IT). In reviewing the U.S. Department of Labor 2004-2005 Occupational Outlook Handbook with occupational projections for 2002 through 2012, it was found that all of the above listed disciplines were predicted to have significant growth. The growth predictions ranged from a low of 6% for CE to a high of 45% for SE with the majority of the disciplines in the high 30% growth area. UVSC has reorganized the School of Technology and Computing to provide better service to the students in selecting computing-oriented careers and to enable efficiencies in the computing curriculum and in the use of computing laboratories. UVSC is now positioned to take advantage of the more effective approach to educating in the computing area and bring the offerings to a level where they better serve the computing community in the state. The existing B.S. level computing degrees in the school are Computer Science and Information Technology.

The proposed degree in Information Systems is a direct response to the legislature's High Technology Initiative challenge to increase the number of Engineering, Computer Science and related technology graduates in the Utah System of Higher Education. The degree provides additional academic infrastructure in Utah County to support the governor's economic cluster initiatives, specifically the "Software Development and Information Technology" cluster.

### **Student Demand**

There are currently 159 students enrolled in the existing two-year information technology program. Once students matriculate from the associate degree program, they are admitted to the existing four-year information technology program. Thirty-seven students are currently enrolled in the Information Technology baccalaureate program. The B.S. in Information Technology includes two information systems related emphases: E-Commerce and Information Technology. Drawing from the existing IT students and from new enrollments, the estimate is that UVSC will attract about 50 students to the Information Systems degree program. Approximately 30 of those students will be in upper-division status in year one. By the end of year five, UVSC anticipates a steady headcount of 65 upper division IS majors.

### **Similar Programs**

Utah is fortunate to have several existing high quality Information Systems programs. Most of these are housed in Schools of Business and are covered by AACSB accreditation guidelines. The School of Accounting and Information Systems, Eccles School of Business, University of Utah offers a B.S. in Information Systems. The Department of Business Information Systems at Utah State University, located in the College of Business, offers a B.S. and a BA in Business Information Systems with emphases in Management Information Systems and E-Commerce. The Information Systems & Technology Department, Goddard School of Business and Economics, at Weber State University offers a B.S. and a BA in Information Systems and Technologies with emphases in Systems Development and Information Security. The Department of Computer Science and Information Systems, College of Computing, Integrated Engineering and Technology, Southern Utah University, offers a B.S. in

Information Systems. Finally, the Technology Department, Division of Business, Technology & Health at Dixie State College offers a B.S. in Computer and Information Technology with an emphasis in Information Technology.

The UVSC information systems program draws on the strong heritage in information systems in this state. Two faculty members have graduate degrees from the information systems programs at USU. Two faculty members have taught in the information systems program at WSU. The primary difference between the other state programs in information systems and the one proposed by UVSC is the accreditation target. Programs at the University of Utah, Utah State University and Weber State University are designed to be compliant with AACSB accreditation. Program emphasis is evenly divided between business and technology coursework. The UVSC proposal is designed to meet the 2001 ABET guidelines for baccalaureate degrees in Information Systems. The degree is more technical in nature with over two-thirds of the course work in information systems and technology. Only about one-third of the coursework is in business, economics, and business math. Compared to other information systems programs in the USHE system, the information systems program provides an expanded computer-related curriculum. The degree program at UVSC will be housed in the School of Technology and Computing and will be administered out of the Information Systems and Technology Department, attracting students with a strong computer profession focus. The UVSC program will offer an additional skill area to the high technology industries in the State.

### **Consistency with Institutional Mission**

The mission of Utah Valley State College is to provide “a broad range of quality academic, vocational, technical, cultural, and social opportunities designed to encourage students in attaining their goals and realizing their talents and potential, personally and professionally.” UVSC accomplishes this mission by “meeting student and community lower division and upper division needs for occupational training; providing developmental, general, and transfer education”<sup>1</sup>. The proposed information systems program supports the institutional mission through its focus on community demand and student interest. The information systems program is a technical academic degree designed to meet students’ “upper division needs for occupational training” in Software Development/Information Technology – one of the six economic clusters targeted by Governor Huntsman as part of his economic strategy for Utah.

UVSC has identified five general communities involved in realizing its institutional mission. These are the Student Community, the Faculty and Staff Community, the Diverse Community, the Industrial Community, and the Global Community. The proposed information systems program addresses the Industrial Community by supporting UVSC in its commitment “to developing, broadening, and strengthening mutually beneficial partnerships with business and industry to provide an increasingly educated workforce and to enhance economic growth and development in the community”<sup>2</sup>.

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<sup>1</sup> UVSC Mission Statement. Retrieved November 1, 2005 from <http://www.uvsc.edu/insteffect/uvscmission.html>

<sup>2</sup> UVSC Statement of Community. Retrieved November 1, 2005 from <http://www.uvsc.edu/insteffect/uvscmission.html>

## Section IV: Program and Student Assessment

### Program and Student Assessment

#### Program Assessment

The proposed B.S. in Information Systems is designed to meet ABET guidelines for baccalaureate degrees in Information Systems. Information Systems specialists, as defined by ABET, "should be able to analyze information requirements and business processes and be able specify and design systems that are aligned with organizational goals" (*Joint Task Force for Computing Curricula 2005, p. 27*). In conjunction with the Fall 2008 site visit by ABET for re-accreditation of the UVSC Computer Science program, the Information Systems & Technology (IS&T) Department will be seeking initial accreditation of its B.S. Information Technology and the proposed B.S. Information Systems Degree.

Under ABET, the criteria for accrediting Information Systems programs includes eight standards: (1) Objectives and Assessments, (2) Students, (3) Faculty, (4) Curriculum, (5) Technology Infrastructure, (6) Institutional Support and Financial Resources, (7) Program Delivery, and (8) Institutional Facilities (*ABET Computing Accreditation Commission*). During academic year 2007-08, the IS&T department will prepare a self-study to determine how well the proposed program meets guidelines. A mock visit will be conducted Spring 2008. As mentioned earlier, the accreditation team site visit is planned for Fall 2008.

As part of the self-study, a comprehensive program assessment will take place. Satisfaction of Standard I (Objectives and Assessments) will be measured through student performance in the capstone course series, student scores on a comprehensive IS certification exam, and a curricular review by the IS&T Advisory Committee. Standard II (Students) will be measured through the periodic student evaluations of faculty and an exit survey of graduating students. Standard III (Faculty) will be measured through a review of faculty qualifications, faculty development, faculty workload, and faculty scholarship. Standard IV (Curriculum) will be evaluated through a comparison of course content and coverage levels against required accreditation curricular guidelines for Information Systems degrees. Standard V (Technology Infrastructure) will be assessed through an inventory of computing resources and an analysis of the availability of those resources to students and faculty. Standard VI (Institutional Support and Financial Resources) will be measured through an analysis of faculty/student ratios, available administrative support, labs, and library resources. Standard VII (Program Delivery) will be gauged through an analysis of full-time to adjunct ratios and faculty workload. Support for Standard VIII (Institutional Facilities) will involve an appraisal of the adequacy of library resources, classroom space and equipment, and faculty offices.

The accreditation standards will serve as the program assessment standards.

#### Expected Standards of Performance

Intended educational outcomes as specified by ABET include: (a) "program outcomes consistent with those accepted by the information systems community" and (b) "an understanding of processes that support the delivery and management of information systems within a specific application environment"

(*ABET Computing Accreditation Commission, p. 18*). The IS Community relies on Information Systems 2002 as a model curriculum. According to IS 2002, "the graduate of an IS program should be equipped to function in an entry-level position and should have a basis for career growth" (*Gorgone et al., p. 13*). Exit competencies include the ability to:

- (a) Use and apply systems concepts and current technical practices in the core information technologies of application development, internet systems architecture and development, database design and administration, systems infrastructure and integration;
- (b) Demonstrate a working knowledge of business as an IS Environment/IT Application Domain. Business fundamentals include business models, functional business areas, and evaluation of business performance;
- (c) Analyze, identify and define the system requirements that must be satisfied to address problems or opportunities faced by organizations or individuals;
- (d) Design effective and usable information systems-based solutions and integrate them into the user environment;
- (e) Assist in the creation of an effective project plan;
- (f) Identify and evaluate current and emerging technologies and assess their applicability to address organizational needs;
- (g) Analyze the impact of technology on individuals, organizations and society, including ethical, legal and policy issues;
- (h) Demonstrate an understanding of best practices and professional standards and their application;
- (i) Demonstrate independent critical thinking and problem solving skills;
- (j) Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation;
- (k) Communicate effectively and efficiently with clients, users and peers both verbally and in writing, using appropriate terminology;
- (l) Recognize the need for continued learning throughout one's career (*SIGITE Curriculum Committee 2005, p. 6*)

To assess achievement of the expected exit competencies, two metrics have been identified:

- Students will demonstrate the ability to analyze, design and implement a moderately complex system in a Capstone IS Projects course.

- Students will demonstrate comprehensive knowledge of Information Systems concepts by achieving a score of 50% or higher on a comprehensive, standardized certification exam administered in a Capstone IS Projects course.

These metrics will be implemented as part of the institutional effectiveness program at UVSC, with biannual monitoring. Students will be required to take a two-course capstone project experience sequence. Projects are community-based involving a “real” client. A panel of senior faculty will evaluate all final project presentations. Students will also be asked to complete an exit survey which collects data regarding perceived level of competency for the twelve intended outcomes. Feedback from faculty reviews and survey data, along with input from the Information Systems & Technology Advisory Committee, will be used to continually improve the program and ensure student success.

## Section V: Finance

### (Budget, Funding Sources, Reallocation, Impact on Existing Budgets)

The Information Systems program is cost effective. Ninety-three percent (43 of 46 credits) of the specialty core courses overlap with the existing Information Technology program core. One hundred percent of the Information Systems electives overlap with existing Information Technology core/electives courses or with existing business core coursework. There will be little reallocation of funds because the degree curriculum is already in place as E-Commerce and IT concentrations in the B.S. Information Technology and has students registered in the program.

The relatively new building for the School of Technology and Computing at UVSC is providing excellent laboratory space to support the proposed information systems degree. All lab hardware is new as of Summer 2005. Replacement of lab hardware is handled centrally through Academic Affairs and the UVSC Planning, Budgeting, and Accountability (PBA) process. Lab software is state of the art with software licenses handled centrally through Academic Affairs except for specialized packages. Deeply discounted site licenses through Microsoft (MS Developers Network Academic Alliance), Novell Academic Partner Program, and Oracle coupled with Open Source enable rich software platforms at minimal cost.

A projected five-year budget for the B.S. Information Systems follows:

|                    | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
|--------------------|----------|----------|----------|----------|----------|
| Salaries and Wages | \$9,150  | \$14,274 | \$16,494 | \$17,154 | \$17,840 |
| Benefits           | \$952    | \$1,484  | \$1,715  | \$1,784  | \$1,855  |
| Total Personnel    | \$10,102 | \$15,758 | \$18,210 | \$18,938 | \$19,696 |
|                    |          |          |          |          |          |
| Current Expense    | \$5,000  | \$7,500  | \$7,500  | \$7,500  | \$7,500  |
| Travel             | \$1,000  | \$1,000  | \$1,000  | \$1,000  | \$1,000  |
| Capital            | \$0      | \$0      | \$0      | \$0      | \$0      |
| Library            | \$500    | \$500    | \$500    | \$500    | \$500    |
| TOTAL              | \$16,602 | \$24,758 | \$27,209 | \$27,938 | \$28,695 |
|                    |          |          |          |          |          |

|                         |          |          |          |          |          |
|-------------------------|----------|----------|----------|----------|----------|
| Tuition per FTE         | \$2,580  | \$2,580  | \$2,580  | \$2,580  | \$2,580  |
| Total Tuition Revenue   | \$33,540 | \$56,760 | \$64,500 | \$64,500 | \$64,500 |
| Diff Tuition Rev to Exp | \$16,938 | \$32,002 | \$37,291 | \$36,562 | \$35,805 |

### Funding Sources

The proposed B.S. Information Systems is a priority for UVSC's Academic Affairs office. Funding for full-time faculty, advisor, administrative staff, and labs. is already in place through the B.S. Information Technology offering. Additional funding for the one adjunct FTE needed to cover the new course in the B.S. IS and program enrollment increases will be provided through the Academic Affairs office and from second-tier tuition, mission-based funding, and additional equity funds.

### Impact on Existing Budgets

There is no negative impact on UVSC budgets from adding this proposed degree.

# Exhibit A – Advising Sheet

**UTAH VALLEY STATE COLLEGE**  
800 West University Parkway, Orem, UT 84058

**B.S. in  
Information Systems**

**122 HOURS REQUIRED**

**School:** Technology and Computing  
**Department:** Information Systems and Technology  
**Advisor:** Patti Miner      minerpa@uvsc.edu      (801) 863-8408

| Information Systems Core Requirements*:                                                                                                   |        |        |                                                          |            | 71 Credits                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|----------------------------------------------------------|------------|--------------------------------------------------------------------------------|
| <b>Requirements for program entry:</b>                                                                                                    |        |        |                                                          |            |                                                                                |
| 1 A passing score on the Computer Proficiency Exam, or AIM 1050 Basic Computer Applications with a score of 80% or higher for each module |        |        |                                                          |            |                                                                                |
| 2 A passing score on the Programming Aptitude Exam, or INFO 1000 Computer Programming Concepts with a grade of C- or higher               |        |        |                                                          |            |                                                                                |
| and/or                                                                                                                                    | Prefix | Number | Course Title                                             | Credits    | Prerequisite(s)                                                                |
| <b>and<br/>or</b>                                                                                                                         | ACC    | 2010   | Financial Accounting                                     | 3          | ENGH 0990,CTRS 0900, MAT 0990 or higher                                        |
|                                                                                                                                           | ACC    | 2020   | Managerial Accounting                                    | 3          | Acc 2010                                                                       |
|                                                                                                                                           | ACC    | 3000   | Financial, Managerial, and Cost Accounting Concepts      | 4          | ENGL 2010 or 2020, MAT 1010 or higher                                          |
|                                                                                                                                           | INFO   | 1120   | Information Systems & Technology Fundamentals            | 3          | INFO 1120, MAT 1010, INFO 1000 or Programming Aptitude Test                    |
|                                                                                                                                           | INFO   | 1200   | Computer Programming I for IS / IT                       | 3          | INFO 1120, MAT 1010, INFO 1000 or Programming Aptitude Test                    |
|                                                                                                                                           | INFO   | 1420   | Computer Architecture and Systems Software               | 3          | INFO 1120                                                                      |
|                                                                                                                                           | INFO   | 2030   | Data Communication Fundamentals                          | 3          | INFO 1420                                                                      |
|                                                                                                                                           | INFO   | 2050   | Database Fundamentals                                    | 3          | INFO 1200                                                                      |
|                                                                                                                                           | INFO   | 2200   | Computer Programming II for IS / IT                      | 3          | INFO 1200, 2050, MATH 1050 or higher                                           |
|                                                                                                                                           | INFO   | 2450   | Web Application Design                                   | 3          | INFO 1120 or (Computer Proficiency & AIM 1060)                                 |
|                                                                                                                                           | INFO   | 301R   | Digital Lecture Series                                   | 1          |                                                                                |
|                                                                                                                                           | INFO   | 3030   | Networks and Internetworking                             | 3          | INFO 2030                                                                      |
|                                                                                                                                           | INFO   | 3120   | Principles of Information Systems: A Managerial Approach | 3          | MGMT 2200 or ENGL 2010 or 2020, Computer Proficiency                           |
|                                                                                                                                           | INFO   | 3410   | Database Systems                                         | 3          | INFO 1420, 2050 INFO 2200                                                      |
|                                                                                                                                           | INFO   | 3420   | Web Systems Development                                  | 3          | INFO 2450, 3410                                                                |
| <b>or</b>                                                                                                                                 | INFO   | 3430   | System Analysis, Design and Integration                  | 3          | INFO 2030, 2050, 2200, 2450, MGMT 2200 or ENGL 2010 or 2020                    |
|                                                                                                                                           | INFO   | 4050   | Computer Ethics and Professional Practice                | 3          | INFO 3430                                                                      |
|                                                                                                                                           | CNS    | 3050   | Computer Ethics                                          | 3          |                                                                                |
|                                                                                                                                           | INFO   | 4540   | Senior Project I                                         | 3          | INFO 3540                                                                      |
|                                                                                                                                           | INFO   | 4550   | Senior Project II                                        | 3          | INFO 4540                                                                      |
|                                                                                                                                           | INFO   | 481R   | Internship                                               | 3          | INFO 4540, Departmental permission                                             |
|                                                                                                                                           | MGMT   | 2200   | Written Business Communication                           | 3          | ENGL 1010 & (INFO 1050 or computer proficiency or basic word processing skill) |
|                                                                                                                                           | MGMT   | 3000   | Organizational Behavior                                  | 3          | MGMT 2020, 2340, ACC 2020 or 3000                                              |
|                                                                                                                                           | MGMT   | 3100   | Principles of Finance                                    | 3          | MGMT 2020, 2340, ACC 2020 or 3000                                              |
|                                                                                                                                           | MGMT   | 3600   | Principles of Marketing                                  | 3          | ENGL 1010                                                                      |
| <b>or</b>                                                                                                                                 | MATH   | 1100   | Introduction to Calculus                                 | 4          | MATH 1050                                                                      |
|                                                                                                                                           | MATH   | 2040   | Principles of Statistics                                 | 4          | MATH 1050                                                                      |
|                                                                                                                                           | MGMT   | 2340   | Business Statistical Applications                        | 3          | MGMT 2240 or MATH 1100                                                         |
| IS and Business Electives                                                                                                                 |        |        |                                                          | 15 Credits |                                                                                |
| Complete 15 credits from the following:                                                                                                   |        |        |                                                          | 15         |                                                                                |
|                                                                                                                                           | INFO   | 1510   | Unix / Linux Operating System                            | 3          | INFO 1200 or CNS 1400                                                          |
|                                                                                                                                           | INFO   | 2660   | Information Security I: Fundamentals                     | 3          | INFO 2030                                                                      |
|                                                                                                                                           | INFO   | 3440   | Enterprise Database Development                          | 3          | INFO 3410                                                                      |
|                                                                                                                                           | INFO   | 3510   | System Administration: UNIX / Linux                      | 3          | INFO 1510, (CNS 2600 or INFO 3030)                                             |
|                                                                                                                                           | INFO   | 3630   | System Administration: Windows Server                    | 3          | INFO 1510, 3030                                                                |
|                                                                                                                                           | INFO   | 3660   | Information Security II: Network Defense &               | 3          | INFO 2660, 3030                                                                |

|                                                       |                                                                                                                                                                     |        |                                                      |         |                                                                                                                                                                                                                      |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       |                                                                                                                                                                     |        | Countermeasures                                      |         |                                                                                                                                                                                                                      |
|                                                       | INFO                                                                                                                                                                | 4410   | Database Administration                              | 3       | INFO 3440, 3510 or INFO 3630                                                                                                                                                                                         |
|                                                       | INFO                                                                                                                                                                | 4420   | Web Development II                                   | 3       | INFO 3420                                                                                                                                                                                                            |
|                                                       | INFO                                                                                                                                                                | 4440   | Software Acquisition, Implementation and Integration | 3       | INFO 3430, 4420                                                                                                                                                                                                      |
|                                                       | INFO                                                                                                                                                                | 4460   | Enterprise Database Architecture                     | 3       | INFO 3440, 3510 or INFO 3630                                                                                                                                                                                         |
|                                                       | INFO                                                                                                                                                                | 459R   | Current Topics in Information Systems and Technology | 3       | Department Approval                                                                                                                                                                                                  |
|                                                       | MGMT                                                                                                                                                                | 3010   | Principles of Management                             | 3       | MGMT 2200                                                                                                                                                                                                            |
| General Education Requirements:                       |                                                                                                                                                                     |        |                                                      |         | 36 Credits                                                                                                                                                                                                           |
| and/or                                                | Prefix                                                                                                                                                              | Number | Course Title                                         | Credits | Prerequisite(s)                                                                                                                                                                                                      |
|                                                       | ENGL                                                                                                                                                                | 1010   | Introduction to Writing                              | 3       | COMPASS Writing/DRP scores of 80+/77+, or ACT English/ACT Reading scores of 19+/19+, or completion of ENGH 0990 and CTRS 1170 each with a grade of "C-" or higher, or challenge by essay assess-ment for a \$20 fee. |
|                                                       | ENGL                                                                                                                                                                | 2010   | Intermediate Writing: Humanities and Social Science  |         | ENGL 1010                                                                                                                                                                                                            |
| or                                                    | ENGL                                                                                                                                                                | 2020   | Intermediate Writing: Science and Technology         | 3       | ENGL 1010                                                                                                                                                                                                            |
|                                                       | MATH                                                                                                                                                                | 1050   | College Algebra                                      | 4       | MATH 1010                                                                                                                                                                                                            |
| American Institutions: Complete one of the following: |                                                                                                                                                                     |        |                                                      | 3       |                                                                                                                                                                                                                      |
| and                                                   | HIST                                                                                                                                                                | 2700   | US History to 1877                                   |         |                                                                                                                                                                                                                      |
|                                                       | HIST                                                                                                                                                                | 2710   | US History since 1877                                |         |                                                                                                                                                                                                                      |
|                                                       | HIST                                                                                                                                                                | 1700   | American Civilization                                |         |                                                                                                                                                                                                                      |
|                                                       | ECON                                                                                                                                                                | 1740   | US Economic History                                  |         |                                                                                                                                                                                                                      |
|                                                       | PLSC                                                                                                                                                                | 1000   | American Heritage                                    |         |                                                                                                                                                                                                                      |
|                                                       | PLSC                                                                                                                                                                | 1100   | American National Government                         |         |                                                                                                                                                                                                                      |
| Complete the following:                               |                                                                                                                                                                     |        |                                                      |         |                                                                                                                                                                                                                      |
|                                                       | PHIL                                                                                                                                                                | 2050   | Ethics and Values                                    | 3       | ENGL 1010                                                                                                                                                                                                            |
|                                                       | HLTH                                                                                                                                                                | 1100   | Personal Health & Wellness                           |         |                                                                                                                                                                                                                      |
| Or                                                    | PES                                                                                                                                                                 | 1097   | Fitness for Life                                     | 2       |                                                                                                                                                                                                                      |
| Distribution Courses:                                 |                                                                                                                                                                     |        |                                                      |         |                                                                                                                                                                                                                      |
|                                                       | MGMT                                                                                                                                                                | 2020   | Macroeconomics (fulfills Social/Behavioral Science)  | 3       |                                                                                                                                                                                                                      |
|                                                       | Fine Arts Distribution (choose from list)                                                                                                                           |        |                                                      | 3       |                                                                                                                                                                                                                      |
|                                                       | Humanities (choose from list)                                                                                                                                       |        |                                                      | 3       |                                                                                                                                                                                                                      |
|                                                       | Biology (choose from list)                                                                                                                                          |        |                                                      | 3       |                                                                                                                                                                                                                      |
|                                                       | Physical Science Distribution (choose from list)                                                                                                                    |        |                                                      | 3       |                                                                                                                                                                                                                      |
|                                                       | Biology or Physical Science Distribution (choose from list)                                                                                                         |        |                                                      | 3       |                                                                                                                                                                                                                      |
| Graduation Requirements:                              |                                                                                                                                                                     |        |                                                      |         |                                                                                                                                                                                                                      |
| 1                                                     | Completion of at least 122 semester credits required in the B.S. degree; at least 40 credit hours must be upper-division courses.                                   |        |                                                      |         |                                                                                                                                                                                                                      |
| 2                                                     | Overall grade point average of 2.0 or above with a minimum GPA of 2.5 in all discipline core, specialty core, and elective courses with no grade lower than a "C-." |        |                                                      |         |                                                                                                                                                                                                                      |
| 3                                                     | Residency hours -- Min. of 30 credits through course attendance at UVSC, at least 10 credits from UVSC in the last 45 hours earned.                                 |        |                                                      |         |                                                                                                                                                                                                                      |
| 4                                                     | Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses.                                         |        |                                                      |         |                                                                                                                                                                                                                      |

**21 HOURS REQUIRED**

**School:** Technology and Computing  
**Department:** Information Systems and Technology  
**Advisor:** Patti Miner      minerpa@uvsc.edu      (801) 863-8408

| <b>Discipline Core Requirements*:</b>                                                                                                                          |               |               |                                                            |                   | <b>9 Credits</b>                                            |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|------------------------------------------------------------|-------------------|-------------------------------------------------------------|--|
| <i>And/or</i>                                                                                                                                                  | <i>Prefix</i> | <i>Number</i> | <i>Course Title</i>                                        | <i>Credits</i>    | <i>Prerequisite(s)</i>                                      |  |
|                                                                                                                                                                | INFO          | 1200          | Computer Programming I for IS / IT                         | 3                 | INFO 1120, MAT 1010, INFO 1000 or Programming Aptitude Test |  |
|                                                                                                                                                                | INFO          | 1420          | Computer Architecture and Systems Software                 | 3                 | INFO 1120                                                   |  |
|                                                                                                                                                                | INFO          | 2050          | Database Fundamentals                                      | 3                 | INFO 1200                                                   |  |
| <b>Elective Requirementss</b>                                                                                                                                  |               |               |                                                            | <b>12 Credits</b> |                                                             |  |
| Complete 12 credits from the following, 9 credits of which must be upper division:                                                                             |               |               |                                                            | 12                |                                                             |  |
|                                                                                                                                                                | INFO          | 1510          | Unix / Linux Operating System                              | 3                 | INFO 1200 or CNS 1400                                       |  |
|                                                                                                                                                                | INFO          | 2030          | Data Communication Fundamentals                            | 3                 | INFO 1420                                                   |  |
|                                                                                                                                                                | INFO          | 2200          | Computer Programming II for IS / IT                        | 3                 | INFO 1200, 2050, MATH 1050 or higher                        |  |
|                                                                                                                                                                | INFO          | 2450          | Web Application Design                                     | 3                 | INFO 1120 or (Computer Proficiency, AIM 1060)               |  |
|                                                                                                                                                                | INFO          | 2660          | Information Security I: Fundamentals                       | 3                 | INFO 2030                                                   |  |
|                                                                                                                                                                | INFO          | 3030          | Networks and Internetworking                               | 3                 | INFO 2030                                                   |  |
|                                                                                                                                                                | INFO          | 3410          | Database Systems                                           | 3                 | INFO 1420, 2050, INFO 2200                                  |  |
|                                                                                                                                                                | INFO          | 3420          | Web Systems Development I                                  | 3                 | INFO 2450, 3410                                             |  |
|                                                                                                                                                                | INFO          | 3440          | Enterprise Database Development                            | 3                 | INFO 3410                                                   |  |
|                                                                                                                                                                | INFO          | 3510          | System Administration: UNIX / Linux                        | 3                 | INFO 1510, (CNS 2600 or INFO 3030)                          |  |
|                                                                                                                                                                | INFO          | 3630          | System Administration: Windows Server                      | 3                 | INFO 1510, 3030                                             |  |
|                                                                                                                                                                | INFO          | 3660          | Information Security II: Network Defense & Countermeasures | 3                 | INFO 2660, 3030                                             |  |
| <b>Graduation Requirements:</b>                                                                                                                                |               |               |                                                            |                   |                                                             |  |
| * To fill the requirements for an Information Systems Minor students must have no course grade lower than C- in any of the INFO courses required for the minor |               |               |                                                            |                   |                                                             |  |

## Appendix A

### Program Description – Program Requirements

#### Bachelor of Science Degree in Information Systems (122 credits)

##### General Education Requirements

|                                                                     |      |                                                 |             |
|---------------------------------------------------------------------|------|-------------------------------------------------|-------------|
| ENGL                                                                | 1010 | Introduction to Writing                         | 3.0         |
| ENGL                                                                | 2010 | Intermediate Writing: Humanities/Social Science | 3.0         |
| or ENGL                                                             | 2020 | Intermediate Writing: Science and Technology    |             |
| MATH                                                                | 1050 | College Algebra                                 | 4.0         |
| or an Advanced Placement (AP) Mathematics test score of 3 or higher |      |                                                 |             |
| American Institutions choice                                        |      |                                                 | 3.0         |
| PHIL                                                                | 2050 | Ethics and Values                               | 3.0         |
| HLTH                                                                | 1100 | Personal Health and Wellness                    | 2.0         |
| or PES                                                              | 1097 | Fitness for Life                                |             |
| MGMT                                                                | 2020 | Macroeconomics                                  | 3.0         |
| Biology choice                                                      |      |                                                 | 3.0         |
| Physical Science choice                                             |      |                                                 | 3.0         |
| Humanities choice                                                   |      |                                                 | 3.0         |
| Fine Arts choice                                                    |      |                                                 | 3.0         |
| Physical Science or Biology choice                                  |      |                                                 | 3.0         |
| Total General Education Requirements                                |      |                                                 | <b>36.0</b> |

##### Mathematics Requirements

|                                |      |                                   |            |
|--------------------------------|------|-----------------------------------|------------|
| MATH                           | 1100 | Introduction to Calculus          | 4.0        |
| MGMT                           | 2340 | Business Statistical Applications | 3.0        |
| or MATH                        | 2040 | Principles of Statistics          |            |
| Total Mathematics Requirements |      |                                   | <b>7.0</b> |

##### Information Systems Environment/Business Foundation:

|                                   |      |                                            |             |
|-----------------------------------|------|--------------------------------------------|-------------|
| ACC                               | 2010 | Financial Accounting                       | 3.0         |
| and ACC                           | 2020 | Managerial Accounting                      | 3.0         |
| or ACC                            | 3000 | Financial, Managerial, and Cost Accounting |             |
| MGMT                              | 2200 | Written Business Communications            | 3.0         |
| MGMT                              | 3000 | Organizational Behavior                    | 3.0         |
| MGMT                              | 3100 | Principles of Finance                      | 3.0         |
| MGMT                              | 3600 | Principles of Marketing                    | 3.0         |
| Total IS Environment Requirements |      |                                            | <b>18.0</b> |

##### Information Systems Core

|      |      |                                               |     |
|------|------|-----------------------------------------------|-----|
| INFO | 1120 | Information Systems & Technology Fundamentals | 3.0 |
| INFO | 1200 | Computer Programming I for IS/IT              | 3.0 |
| INFO | 1420 | Computer Architecture and Systems Software    | 3.0 |
| INFO | 2030 | Data Communication Fundamentals               | 3.0 |
| INFO | 2050 | Database Fundamentals                         | 3.0 |
| INFO | 2200 | Computer Programming II for IS/IT             | 3.0 |
| INFO | 2450 | Web Application Design                        | 3.0 |
| INFO | 301R | Digital Lecture Series                        | 1.0 |

|                           |      |                                                          |             |
|---------------------------|------|----------------------------------------------------------|-------------|
| INFO                      | 3030 | Networks and Internetworking                             | 3.0         |
| INFO                      | 3120 | Principles of Information Systems: A Managerial Approach | 3.0         |
| INFO                      | 3410 | Database Systems                                         | 3.0         |
| INFO                      | 3420 | Web Systems Development I                                | 3.0         |
| INFO                      | 3430 | Systems Analysis, Design and Integration                 | 3.0         |
| INFO                      | 4050 | Computer Ethics and Professional Practice                | 3.0         |
| or CNS                    | 3050 | Computer Ethics                                          |             |
| <i>Project Experience</i> |      |                                                          |             |
| INFO                      | 4540 | Senior Project I                                         | 3.0         |
| INFO                      | 4550 | Senior Project II                                        | 3.0         |
| or INFO                   | 481R | Internship                                               |             |
|                           |      | Total IS Core Requirement                                | <b>46.0</b> |

#### Information Systems and Business Electives

Select 15 credits from the following, 9 credits of which must be upper division:

|                               |      |                                                                    |
|-------------------------------|------|--------------------------------------------------------------------|
| INFO                          | 1510 | UNIX/Linux Operating System (3.0)                                  |
| INFO                          | 2660 | Information Security I: Fundamentals (3.0)                         |
| INFO                          | 3440 | Enterprise Database Development (3.0)                              |
| INFO                          | 3510 | System Administration: UNIX/Linux (3.0)                            |
| INFO                          | 3630 | System Administration: Windows Server (3.0)                        |
| INFO                          | 3660 | Information Security II: Network Defense and Countermeasures (3.0) |
| INFO                          | 4410 | Database Administration (3.0)                                      |
| INFO                          | 4420 | Web Systems Development II (3.0)                                   |
| INFO                          | 4440 | Software Acquisition, Implementation and Integration (3.0)         |
| INFO                          | 4460 | Enterprise Database Architecture (3.0)                             |
| INFO                          | 459R | Current Topics in Information Systems and Technology (3.0)         |
| MGMT                          | 3010 | Principles of Management (3.0)                                     |
| Other approved elective (3.0) |      |                                                                    |
|                               |      | Total IS and Business Elective Credits Required 15.0               |

|                        |              |
|------------------------|--------------|
| TOTAL CREDITS REQUIRED | <b>122.0</b> |
|------------------------|--------------|

## Minor in Information Systems (21 credits)

### Information Systems Core Requirement

|      |      |                                            |     |
|------|------|--------------------------------------------|-----|
| INFO | 1200 | Computer Programming I for IS/IT           | 3.0 |
| INFO | 1420 | Computer Architecture and Systems Software | 3.0 |
| INFO | 2050 | Database Fundamentals                      | 3.0 |
|      |      | Total IS Core Requirement                  | 9.0 |

### Information Systems Electives

Complete 12 credits, 9 of which must be upper division:

|      |      |                                                         |       |
|------|------|---------------------------------------------------------|-------|
| INFO | 1510 | UNIX/Linux Operating System                             | (3.0) |
| INFO | 2030 | Data Communication Fundamentals                         | (3.0) |
| INFO | 2200 | Computer Programming II for IS/IT                       | (3.0) |
| INFO | 2450 | Web Application Design                                  |       |
| INFO | 2660 | Information Security I – Fundamentals                   | (3.0) |
| INFO | 3030 | Networks and Internetworking                            | (3.0) |
| INFO | 3410 | Database Systems                                        | (3.0) |
| INFO | 3420 | Web Systems Development I                               | (3.0) |
| INFO | 3440 | Enterprise Database Development                         | (3.0) |
| INFO | 3510 | System Administration – UNIX/Linux                      | (3.0) |
| INFO | 3630 | System Administration – Windows Server                  | (3.0) |
| INFO | 3660 | Information Security II – Net Defense & Countermeasures | (3.0) |
|      |      | Total IS Electives                                      | 12.0  |

TOTAL CREDITS REQUIRED 21.0

### New Course Description

The B.S. Information Systems includes one new elective course specific to Information Systems instruction (INFO 4440). This course was suggested by the Information Systems and Technology Advisory Committee to better prepare students for Information Systems careers in the 21<sup>st</sup> century where customization and deployment of off-the-shelf packages have become a bigger part of the software development effort. All remaining systems courses listed in the B.S. Information Systems are currently offered as part of the B.S. Information Technology program and related emphases.

### INFO 4440 Software Acquisition, Implementation and Integration

3:3:0

*Prerequisite(s): INFO 3430, INFO 4420*

Builds on the concepts presented in Systems Analysis, Design and Integration. Evaluates the build vs. buy decision. Focuses on package acquisition through vendor identification, writing a request for proposal (RFP), evaluating proposals, and package evaluation and benchmarking. Studies the package implementation process including configuration and customization. Covers various integration approaches including Enterprise Resource Planning (ERP) systems and the use of enterprise application integration (EAI) methods and tools.

## Appendix B

### Current Faculty Preparedness – Full-time Faculty Credentials

- David Johnson                      PhD      Information Systems                      University of Michigan  
Industrial experience as an information scientist with the Upjohn Company  
Faculty member at Western Michigan, International University, and Florida Gulf Coast University before coming to UVSC. Faculty member at UVSC since 2001. Areas of specialization: strategic IT planning, enterprise computing, systems analysis and design, and database management.
- Christopher Jones                      PhD      Business Information Systems & Education                      Utah State University  
Certified Public Accountant with business systems experience in an international accounting firm and a Fortune 500 company. Previous faculty appointments at Weber State University and Brigham Young University-Hawaii. Faculty member at UVSC since 1988. Areas of specialization: enterprise object-oriented software development, Agile methodologies and, Information Systems education and model curriculum.
- Floyd Wilkes                      PhD      Computer Education                      University of Oregon  
Retired faculty member from the Information Systems and Technology department at Weber State University. Faculty member at UVSC since 2001. Areas of specialization: database design, development, and administration.
- Kim Bartholomew                      MS      Computer Science                      Brigham Young University  
Worked as web developer and manager of web content management system for UVSC (2003-2004). Ongoing work includes efforts to formulate Web policy for UVSC and opening opportunities for women in technology. Faculty at UVSC since 1994. Areas of specialization: programming, e-commerce, computer-based instruction, and management information systems.
- S. Jeff Cold                      MBA      Business Administration                      University of Nebraska  
Network Administrator for UVSC School of Business (1991 – 1994). Data Communications Extern with American Fork City Broadband (2005). Doctoral candidate at Indiana State University in the consortium Technology Management PhD -- Data Communications emphasis. Faculty at UVSC since 1994. Areas of specialization: computer networking, voice/data cabling, and data communications.
- George Hickman                      MS      Information Systems                      San Diego State University  
Master Certified Novell Instructor (MCNI) and Master Certified Novell Engineer (MCNE). Data Communications Extern with American Fork City Broadband (2005). Faculty at UVSC since 1996. Areas of specialization: networking, data communications, and information security.
- Pat Ormond                      MS      Information Systems                      Utah State University  
Business and industrial experience as a production planner, corporate tax accountant, and real estate property manager/investor. Faculty at UVSC since 1984. Areas of specialization: application software, computer-based assessment, and management information systems

February 27, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Salt Lake Community College – Mission Statement

Issue

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

Background

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

Salt Lake Community College has submitted its mission statement for Board of Regents' approval. The statement has been approved by Salt Lake Community College's Board of Trustees.

Commissioner's Recommendation

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

---

Richard E. Kendell, Commissioner

REK/LS/JMC  
Attachment

## SALT LAKE COMMUNITY COLLEGE

### MISSION STATEMENT

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

The College fulfills its mission by:

- offering associate degrees, certificate programs, career and technical education, developmental education, transfer education, and workforce training to prepare individuals for career opportunities and an enriched lifetime of learning and growing;
- offering programs and student support services that provide students opportunities to acquire knowledge and critical thinking skills, develop self-confidence, experience personal growth, and value cultural enrichment;
- maintaining an environment committed to teaching and learning, collegiality, and the respectful and vigorous dialogue that nourishes active participation and service in a healthy democracy.

**\*\*Note:** Approved by the SLCC Board of Trustees December 14, 1005. Approval pending from the State Board of Regents.

March 3, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

RE: Proposed Policy R468, *Regents' Scholar Award*

Issue

Attached is an updated draft of a policy that would create the Regents' Scholar Award for students completing a rigorous "4, 4, 3, 3" high school curriculum with a GPA of at least 3.0. Since this proposal was first introduced to the Regents in November 2005, we have taken several steps to further refine the concept.

First, the Commissioner's staff has been working closely with staff from the Utah State Office of Education to develop appropriate curriculum guidelines and sequences for the program. Second, I have been working with the presidents of all ten USHE institutions to obtain their consensus support for the program. Third, we have been discussing the proposal with our K-16 Alliance, which has recommended that the draft policy be placed on the agendas of both the Utah State Board of Education and the State Board of Regents.

Because we are still working on some policy's details, including the funding of opportunity scholarships for students who earn the Award, we are not asking the Regents at this time to take formal action adopting the policy. However, I do recommend that the Regents endorse the concept, and authorize both the Commissioner's staff and the K-16 Alliance to move ahead with remaining steps that are needed to finalize the policy.

With such endorsement, we plan to make final modifications to the policy and bring it back, together with a specific plan for the policy's implementation, to the Regents for formal approval prior to the beginning of the 2006-2007 academic year.

### Recommendation

The Commissioner recommends that the Regents review the attached policy, endorse the concept of a more rigorous academic curriculum, authorize the Commissioner's staff and K-16 Alliance to refine the policy, with a final copy to be brought to the Regents for approval prior to the beginning of the 2006-2007 academic year.

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Richard E. Kendell, Commissioner

REK:DD:jc  
Attachments

## **R468, Regents' Scholar Award**

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**[DRAFT 3-2-06]**

### **R468-1. Purpose**

To encourage all Utah high school students to take a rigorous high school curriculum that will prepare them for admission to, and success in, college and in the workplace; to provide incentives for all Utah high school students to use their senior year of high school for serious learning and preparation for the future; and to increase the participation of all students, particularly disadvantaged and minority students, in USHE's ten postsecondary institutions.

### **R468-2. References**

- 2.1. Utah Code Ann. § 53B-1-101** (expressing intent to vest in the State Board of Regents the power to govern the state system of higher education).
- 2.2. Utah Code Ann. § 53B-1-1-103** (establishing the State Board of Regents and vesting it with the control, management, and supervision of Utah's institutions of higher education).
- 2.3. Utah Code Ann. § 53B-2-106** (authorizing the president of each institution, with trustee approval, to determine, in conjunction with the faculty, the examination, admission, and classification of students).
- 2.4. Utah Admin. Code §R277-700-6** (the high school Core Curriculum for Utah students in grades 9-12).
- 2.5. Regents' Policy R461** (Admissions, Access, and Articulation).

### **R468-3 Definitions**

- 3.1. Core Curriculum:** The minimum of 18 units of credit mandated by the Utah State Board of Education for all students in grades 9-12 (Utah Admin. Code § R277-700-6). The high school core curriculum includes: 4 units of credit in Language Arts; 3 units of credit in mathematics, 3 units of credit in science, and 2.5 units of credit in social studies.
- 3.2. Sequence:** The pattern of course enrollment in which each succeeding course relies, and builds upon, prerequisite knowledge obtained in prior courses.

**Requirements for Regents' Scholar Award**

- 4.1. Grade Point Average (GPA).** In order to be nominated for the Regents' Scholar Award, a student graduating from a Utah high school must complete, as part of the high school Core Curriculum, a "4-4-3-3" curriculum of the courses listed below with no final grade below a "C" (2.0 on a 4.0 scale) and an overall grade point average in the "4-4-3-3" courses of "B" (3.0 on a 4.0 scale).
- 4.2. Utah High School Diploma.** In order to be nominated for the Regents' Scholar Award, a student must also achieve a passing score on the Utah Basic Skills Competency Test (UBSCT) and meet all other State and school district graduation requirements for a high school diploma.
- 4.3. Regents' Scholar Award Curriculum.**
- 4.3.1. 4 units of English/Language Arts.** Students must take at least one English/Language Arts class each year, in sequence, in grades 9, 10, 11, and 12. Classes may not be repeated. Courses used to complete this requirement ordinarily will include instruction in composition and be selected from the following options:
- (a) Freshman English or Freshman Honors English
  - (b) Sophomore English or Sophomore Honors English
  - (c) Junior English or Junior Honors English
  - (d) Senior English
  - (e) Advanced Placement (AP) Literature and Composition
  - (f) Advanced Placement (AP) Language and Composition
  - (g) International Baccalaureate (IB) English
  - (h) Debate
  - (i) Journalism
  - (j) Any concurrent enrollment college-level English, writing, or literature class.

**4.3.2. 4 units of math.** Students must take one math class each year, in sequence, in grades 9, 10, 11, and 12. Classes may not be repeated. Students must take one (1) credit of Elementary Algebra, one (1) credit of Geometry, and one (1) credit of Intermediate Algebra in order to satisfy this requirement. The additional math unit may be satisfied with any rigorous college-preparatory math course, in sequence, beyond Intermediate Algebra, which ordinarily will be selected from the following list:

- (a) Pre-Calculus
- (b) Intuitive Calculus (non-AP)
- (c) Advanced Placement (AP) Calculus AB and BC
- (d) International Baccalaureate Math (Mathematical Methods SL, Mathematical Studies SL, Mathematics HL)
- (e) Statistics & Probability (non-AP)
- (f) Advanced Placement (AP) Statistics
- (g) Any concurrent enrollment college-level math, including but not limited to Math 1010, Math 1030, Math 1040, Math 1050, Math 1060, Math 1210, and Math 1220.

**4.3.3. 3 units of science.** Students must take at least three (3) units of science; classes may not be repeated. Of the three units, students must take at least one (1) credit of Biology, and one (1) credit of either Chemistry or Physics. The additional science unit may be satisfied with any rigorous science course, including but not limited to:

- (a) Chemistry
- (b) Physics
- (c) AP Biology or IB Biology
- (d) AP Chemistry or IB Chemistry
- (e) AP Physics or IB Physics
- (f) AP Environmental Science
- (g) Astronomy
- (h) Anatomy and Physiology
- (i) Any concurrent enrollment college-level science course

**4.3.4. 3 units of social studies.** Courses used to satisfy this requirement must include one (1) unit of U.S. History; 0.5 units of U.S. Government and Citizenship; 0.5 units of World Civilizations; and 0.5 units of Geography for Life. Classes may not be repeated. Courses that will satisfy the remaining 0.5 unit include, but are not limited, to:

- (a) U.S. History II
- (b) Advanced Placement (AP) U.S. History or World History
- (c) Economics
- (d) Psychology
- (e) Any International Baccalaureate (IB) social studies course
- (f) Any concurrent enrollment college-level social studies class, e.g., Political Science 1100 or History 1700.

**4.4. Designation of Regents' Scholars.** To request the designation of eligible graduating seniors as a Regents' Scholar Award recipient, the high school administrator must submit the high school's official list of nominees to the Utah System of Higher Education no later than April 1<sup>st</sup>, including: a) the name of each eligible graduating senior; b) the student's identification number; and c) the student's graduation date. A Regents' Scholar Award certificate will then be printed for each eligible student and sent to the high school administrator for presentation during commencement exercises.

**4.5. Admission to USHE Colleges and Universities.** Any high school student who successfully earns the Regents' Scholar Award becomes eligible for admission at any postsecondary institution within the Utah System of Higher Education.

**4.5.1. No ACT or SAT minimum score.** The Regents' Scholar Award will qualify a student for admission without regard to a minimum ACT or SAT score, and shall, upon enrollment, immediately be placed in credit-bearing courses without placement exams or remediation, so long as the student enrolls at a USHE college or university within 12 months of his or her high school graduation. USHE colleges and universities may require students applying for admission more than 12 months after high school graduation to meet additional institutional admission criteria, including but not limited to, a qualifying ACT or SAT score and/or scores on placement examinations.

**4.5.2. Opportunity scholarships.** Students receiving the Regents' Scholar Award will be eligible for opportunity scholarships that will, subject to funding, be awarded by the Board of Regents.

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## **Impact of Regents' Scholar Curriculum on Utah High School Graduation Requirements**

Utah's Current High School Core Curriculum Requirements: **Black**

**Elective Courses: Blue**

**"4,4,3,3" Courses Needed for Regents' Scholar Award that Exceed Current State Core:**  
**Red**

**(Examples Only—Other Potential Course Sequences Exist)**

**Table Based on 8-period Day, Semester Block Schedule**

### **GRADE 9**

#### **Block A Courses (1<sup>st</sup> Semester)**

1. Freshman English (0.5)
2. Elementary Algebra (0.5)<sup>1</sup>
3. Biology (0.5)<sup>2</sup>
4. **Elective (0.5)<sup>4</sup>**

#### **Block B Courses (1<sup>st</sup> Semester)**

1. Geography for Life (0.5)
2. Health (0.5)
3. Band (Arts) (0.5)<sup>3</sup>
4. **Elective (0.5)**

#### **Block A Courses (2<sup>nd</sup> Semester)**

1. Freshman English (0.5)
2. Elementary Algebra (0.5)
3. Biology (0.5)
4. **Elective (0.5)**

#### **Block B Courses (2<sup>nd</sup> Semester)**

1. Participation Skills (P.E.) (0.5)
2. General Financial Literacy (0.5)
3. Band (Arts) (0.5)
4. **Elective (0.5)**

<sup>1</sup> In order to participate in, and complete, the Regents' Scholar curriculum, a student must be enrolled in Elementary Algebra (Algebra I) no later than the 9<sup>th</sup> grade. This table assumes a math sequence beginning with Elementary Algebra in the 9<sup>th</sup> grade, and ending with Math 1010 and 1050, which are college-level concurrent enrollment courses. Other potential math sequences would fulfill the Regents' Scholar requirements, but the critical factor is that the student's math sequence must culminate with a 4<sup>th</sup> math class, taken during the senior year, that is beyond Intermediate Algebra (Algebra II). Courses that will satisfy this senior year requirement include Advanced Placement math, International Baccalaureate math, statistics, or college-level concurrent enrollment math. The current Utah Core Curriculum requirement for math is 2.0 units of credit, to include, minimally, Elementary Algebra or Applied Mathematics I; and Geometry or Applied Mathematics II, or any advanced math course in sequence beyond these courses.

<sup>2</sup> This table assumes a science sequence beginning with biology and proceeding to chemistry and physics, because USOE and USHE staff feel that, in order to be adequately prepared for college, all students must have biology and laboratory science in either chemistry or physics (preferably both). Thus, the Regents' Scholar curriculum would be more prescriptive in the area of science than the Core Curriculum, which currently allows students to choose their 2.0 credits from biological science, chemistry, physics, or earth systems science.

<sup>3</sup> For purposes of illustration, this table assumes an Arts course sequence in band. However, under the Regents' Scholar proposal, students would continue to have the choice to fulfill the 1.5 required Arts credits under the Core Curriculum from any of the performance areas: visual arts, music, dance, or theatre.

<sup>4</sup> This table assumes a course sequence that would include at least one elective class in each block every semester. Elective courses which might be taken by a student include, but are not limited to: foreign language, career and technical education (CTE), arts, athletics (P.E.), computer technology, and released time for religious instruction.

## GRADE 10

### Block A Courses (1<sup>st</sup> Semester)

1. Sophomore English (0.5)
2. Geometry (0.5)
3. Chemistry (0.5)
4. Elective (0.5)

### Block A Courses (2<sup>nd</sup> Semester)

1. Sophomore English (0.5)
2. Geometry (0.5)
3. Chemistry (0.5)
4. Elective (0.5)

### Block B Courses (1st Semester)

1. U.S. Government & Citizenship (0.5)
2. Band (Arts) (0.5)
3. Fitness for Life (P.E.) (0.5)
4. Elective (0.5)

### Block B Courses (2<sup>nd</sup> Semester)

1. Team Sport Participation (P.E.) (0.5)
2. World Civilizations (0.5)
3. Elective (0.5)
4. Elective (0.5)

## GRADE 11

### Block A Courses (1<sup>st</sup> Semester)

1. Junior English (0.5)
2. Intermediate Algebra (0.5)
3. Physics or Earth Science (0.5)
4. Elective (0.5)

### Block A Courses (2<sup>nd</sup> Semester)

1. Junior English (0.5)
2. Intermediate Algebra (0.5)
3. Physics or Earth Science (0.5)
4. Elective (0.5)

### Block B Courses (1<sup>st</sup> Semester)

1. U.S. History (0.5)
2. Applied Technology Education (0.5)
3. Elective (0.5)
4. Elective (0.5)

### Block B Courses (2<sup>nd</sup> Semester)

1. U.S. History (0.5)
2. Applied Technology Education (0.5)
3. Elective (0.5)
4. Elective (0.5)

## GRADE 12

### Block A Courses (1<sup>st</sup> Semester)

1. Senior English (0.5)
2. Math 1010 (concurrent) (0.5)
3. Elective (0.5)
4. Elective (0.5)

### Block B Courses (2nd Semester)

1. Senior English (0.5)
2. Math 1050 (concurrent) (0.5)
3. Elective (0.5)
4. Elective (0.5)

### Block B Courses (1st Semester)

1. Computer Technology (0.5)
2. Social Studies (0.5)
3. Elective (0.5)
4. Elective (0.5)

### Block B Courses (2<sup>nd</sup> Semester)

1. Elective (0.5)
2. Elective (0.5)
3. Elective (0.5)
4. Elective (0.5)

Current Utah High School Core Curriculum Requirements for Graduation: 15.0 units of credit

Proposed Utah High School Core Curriculum Requirements for Graduation: 18.0 units of credit

Utah High School Core Curriculum + Regents' Scholar Award Curriculum: 19.5 units of credit

## **Proposed Regents' Scholar Award February 2006**

### **Purpose:**

To encourage all Utah high school students to take a rigorous high school curriculum that will prepare them for admission to, and success in, college and in the workplace; to provide incentive for all Utah high school students to use their senior year of high school for serious learning and preparation for the future; and to increase the participation of all students, particularly disadvantaged and minority students, in the Utah System of Higher Education's (USHE) ten postsecondary institutions.

### **Details/Requirements:**

- Voluntary
  - Participation in the Regents' Scholar Award curriculum is voluntary on the part of the student.
- Utah High School Diploma
  - A Regents' Scholar Award student must achieve a passing score on the Utah Basic Skills Competency Test (UBSCT) and meet all other state and district requirements for a high school diploma.
- College Preparatory Curriculum – “4-4-3-3”
  - 4 units of English in sequence
  - 4 units of Math, in sequence, with the 4<sup>th</sup> year course being a class beyond Intermediate Algebra
  - 3 units of laboratory science, to include Biology and Chemistry or Physics
  - 3 units of social studies
- Grade Point Average (GPA)
  - In order to be nominated for a Regents' Scholar Award, a student graduating from a Utah high school just complete the “4-4-3-3” curriculum with no final grade below a “C” (2.0 on a 4.0 scale) and an overall grade point average in the “4-4-3-3” courses of a “B” (3.0 on a 4.0 scale).
- Admission to USHE Institutions
  - Any high school student who successfully completes the Regents' Scholar Award curriculum and who qualifies for the Award become eligible for admission at any USHE college or university without a minimum ACT or SAT score, and for immediate enrollment in credit-bearing courses without placement exams or remediation, so long as the students enrolls within 12 months after high school graduation.
- Financial Aid
  - Any student receiving the Regents' Scholar Award will be eligible for an opportunity scholarship, contingent on funding.

February 15, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Consent Calendar: Academic, Career and Technical Education, and Student Success Programs Committee

The following requests have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

**A. *University of Utah***

**i. Proposal for The Utah Criminal Justice Center**

***Request:*** This proposal seeks approval of a new center at the University of Utah, "The Utah Criminal Justice Center." The overarching goal of this organizational structure is to serve the needs of the criminal and juvenile justice systems in Utah, university students and faculty, and the citizenry of Utah by bringing together the talents, resources, and leadership of various academic departments and colleges at the University of Utah and the Utah Commission on Criminal and Juvenile Justice in a physical center dedicated to education, training, and research in the area of criminal and juvenile justice.

***Need:*** The Utah Commission on Criminal and Juvenile Justice (hereinafter "CCJJ") was created in 1983 by the Utah State Legislature to promote broad philosophical agreement in Utah's criminal and juvenile justice systems and to provide a mechanism for coordinating the functions of the various branches and levels of government to reduce crime and victimization. Almost from its inception, CCJJ has enjoyed a research partnership with the University of Utah's College of Social Work. Since 1985, for instance, the College of Social Work and CCJJ have jointly funded one full-time faculty member with the goal of promoting a criminal justice curriculum within the College of Social Work. The original contract was supported with funding from CCJJ, the Utah Division of Youth Corrections (now the Division of Juvenile Justice Services), and the College of Social Work, with each contributing one-third of the total contractual amount for the faculty position. The funding allowed the faculty member to teach courses within the University of Utah College of Social Work and to participate as a consultant to the state criminal and juvenile justice systems.

In 1997, the contract was expanded to include the Utah Department of Corrections. The additional resources allowed the CCJJ-funded faculty member to hire two part-time research assistants to help in

conducting studies on the criminal justice system in Utah. To date, more than thirty studies have been completed.

***Institutional Impact:*** The Center would positively impact many of the same institutions that were involved in the Consortium, namely: 1) S.J. Quinney College of Law; 2) College of Social and Behavioral Sciences; 3) College of Social Work; and 4) Utah Commission on Criminal and Juvenile Justice.

***Finances:*** The initial start-up expenses for the Center should be minimal due to the ability to internalize certain costs and the existence of office space and support staff in the College of Social Work dedicated to CCJJ-related activities. The preliminary costs might include the creation of informational materials about the Center and any expenses related to meetings with faculty members, government and community leaders, and the board of advisors. Longer term expenses would require a fund-raising campaign involving potential benefactors and government officials.

## **ii. Proposal for Graduate Certificate in Biomedical Informatics**

***Need:*** National initiatives such as the National Health Information Infrastructure and President Bush's 2004 mandate for every American to have an electronic medical record within the next 10 years have dramatically increased awareness of the need for informatics practitioners. The American Medical Informatics Association (AMIA) recently launched a "10 x 10 program" that is intended to train 10,000 new professionals by the year 2010. The increasing demand for informatics practitioners on the national level is echoed by local employers including Intermountain Health Care (IHC), the University of Utah Health Sciences Center, the Veterans Administration, and vendors such as TheraDoc, 3M Health Information Systems, Associated Regional and University Pathologists (ARUP), General Electric Medical, and Myriad Genetics. These companies have expressed support of a graduate certificate in addition to the academic degrees currently offered. The new certificate program will be a key part of the university's plans toward implementing national initiatives for increasing the number of trained informatics professionals.

The need for a certificate program is also apparent from interactions with potential, existing, and former students. The department typically receives 3 to 4 times as many highly qualified applications for the masters and doctoral degree programs than can be accommodated in those programs. Many of the requests are from students who are looking for a career in applied informatics rather than a research career. These students already have a degree in a related field such as computer science, business, public health, or a clinical area and they desire formal training as a supplement to their primary degree to enhance their capabilities and productivity. The Graduate Certificate in Biomedical Informatics is designed to provide students with a set of competencies in the aspects of informatics that will enable them to be successful in their careers. The program is flexible so that students can participate in the courses that would be most valuable for their career paths. The design enables students to take advantage of their existing academic background and to fill gaps in areas where they have less experience. The certificate program would allow the department to increase the number of students who are trained generally in Biomedical Informatics.

***Educational objectives:*** The graduate certificate program in medical informatics is an opportunity for students to develop a basic understanding of how health information systems are developed, implemented,

studied and modified. The certificate program allows students to gain a broad background in the core issues, as well as more specialized knowledge in the sub-domains, such as bioinformatics, public health informatics, clinical information systems and medical imaging. Individual programs of study allow for further specialization and development of knowledge in related fields.

***Impact on Existing Programs:*** The Certificate Program will become an integral part of the Department's teaching and research program. Their goal is to have the certificate program students attend the existing courses within the department whenever possible. The department may need to add additional courses over time based on assessments of the unique needs of the certificate students. With the recent move of the Department to the new Health Sciences Education Building on the medical campus of the University, there are ample classrooms with size and facilities to teach larger classes and to use new teaching technologies to help in distance learning and interactive remote teaching. The Department Chairperson has recently allocated Graduate Teaching Assistants to assist with the major courses taught by the faculty. As a result, the faculty load of grading additional papers and exams resulting from the new Certificate Students will be minimized.

A major faculty and student activity for achieving a Master of Science (MS) or a Doctor of Philosophy degree (PhD) is carrying out an innovative research project. These original research projects are intensive and complex. However, execution of such research projects is not part of the Certificate need. As a consequence, the department should be able to accommodate these new Certificate students rapidly and easily .

***Certificate Program Acceptance Criteria:*** Applicants must satisfy University of Utah requirements for admission to graduate school. Those requirements include a Bachelor's Degree and 3.0 grade point average or better in their undergraduate work. They must also have completed a programming class or have equivalent experience. The applicants will be assessed and approved by the Department of Medical Informatics admissions committee.

***Assessment:*** A committee will be formed that will be responsible for assessing the program. The committee will consist of four members: the faculty coordinator, two other faculty members appointed by the department chair, and a current student. Course evaluations will be performed for each course, and at least half of the students will be interviewed as they exit the program. Surveys of employers and former students will be conducted every two years after the program start date. The assessment committee has the responsibility for conducting the assessments, receiving evaluations from the advisory committee (describe below), and recommending improvements to the department's curriculum committee. The curriculum committee will consider the recommendations of the assessment committee and advise the department chair on needed changes in faculty assignments, course content, course timing, and in any other areas as appropriate.

**Faculty:** Current and future faculty members in the Departments of Medical Informatics and Nursing Informatics will teach the certificate program courses.

**Advisory Committee:** An advisory committee will be formed with two representatives from each of four areas: industry, government, departmental faculty, and external faculty. The advisory committee will be convened by the department chair and will meet at least annually to assess the needs and value of the program. The advisory committee provides its input to the assessment committee described above.

**Budget:** The Department of Medical Informatics is primed to expand the program with the addition of the certificate option. The Department is in a healthy fiscal position to launch this new program. The Department is currently aggressively recruiting new faculty. These new faculty will assist in certificate program direction, course leadership, and student advising. As the department grows over the next few years, a faculty member will be appointed as the Director of Graduate Studies, and will be assisted by the addition of an Academic Coordinator. This change will be required by all programs within the Department; not solely for the certification portion.

### iii. A Proposal for the Establishment of a Center for Integrated Design and Construction

**Request:** Building Information Modeling (BIM) is an emerging information technology in the architecture/engineering/construction (AEC) industry. The basic concept of BIM is to describe a building project in a set of digital databases, referred to as the BIM *model*. BIM data is structured around objects that correspond to elements of a project such as walls, columns and slabs. Each of these objects has an arbitrary number of attributes associated with it. These include the object's geometry, which permits the generation of visual representations of the project in two or three dimensions, and can include virtually any information relevant to the project such as the object's materials, physical properties, manufacturer, etc.

As significant as it is, BIM technology is but one enabler of a profound shift in the organization of the AEC industry. This shift can be described as the *integration of design and construction*. The traditional strict division between the intellectual work of design and the physical work of construction is becoming blurred as construction is increasingly industrialized and design tools are more directly connected to fabrication and manufacturing processes. The trend towards integration will affect every aspect of the AEC industry.

**Vision Statement:** Once established, the Center will bring together investigators from several fields to secure funding and conduct research. With the College faculty, the Center will also actively address curricular issues related to AEC integration (see below). We will support advanced uses of BIM by students and faculty, promote the exploration of new models for collaboration in design and construction teams and continue to provide research opportunities for students. Within the next two years, we envision the Center having a Director (50-80% FTE), an Assistant Director (10-20% FTE), as many as five Investigators in a number of departments, graduate and undergraduate research assistants, and a full-time administrative assistant. We plan to administer approximately \$1 million in research funds annually by our fifth year. We believe that AEC integration will continue to provide a productive field of research for the foreseeable future.

**Need:** An academic setting is needed to explore applications of BIM technology for several reasons: 1) as indicated above, there is a need for interdisciplinary research into the many impacts of AEC integration; 2)

the Center will serve as the meeting ground for interdisciplinary research projects; 3) the Center will be able to attract funding by establishing itself as a focus of interdisciplinary expertise in BIM applications and the broad trend towards the integration of the AEC industry; 4) the AEC industry needs high-quality research into the broad impacts of integration on business practices, firm organization, the sociology of collaboration, the economic implications of globalization and others; 5) the AEC industry needs objective, reliable information about BIM technology; 6) the Center will evaluate available technology as well as investigate innovative uses for it; 7) there are promising applications of BIM technology that are too speculative in terms of the current level of adoption of the technology for the market to support directly; and 8) one of the Center's central purposes will be to provide information and facilitate discussion among faculty on appropriate modifications to the College's curriculum to ensure that it remains responsive to the state of the art in the field.

***Institutional Impact:*** We are currently in discussions with faculty in other disciplines to undertake joint research. Some of the projects under discussion are: 1) *BIM and GIS*; 2) *Parametric system design*; 3) *Disaster planning*; and 4) *Automated manufacturing*.

***Curricular Impacts and the Role of the Center in the College:*** The applicants, along with many other knowledgeable observers of the AEC industry, believe that integration, facilitated by BIM, will completely transform the AEC industry over the next 20 years. This process has already started and will acquire significant momentum during the next five years. It is vital that our College remain at the forefront of these developments, not only to ensure that our graduates are trained in state-of-the-art techniques in design and construction, but also to help the architectural profession understand the changes in our practice that integration will bring.

***Finance:*** The proposed Center will be supported entirely by external research grants and will not use existing resources in the College or the University.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the institutional requests on the Consent Calendar as described above.

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Richard E. Kendell, Commissioner

REK/LS/JMC

February 15, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Calendar: Academic, Career and Technical Education, and Student Success Programs Committee

The following requests have been submitted for consideration by the Regents on the Information Calendar of the Programs Committee.

**A. *University of Utah***

**Proposal to change the name of the department of Medical Informatics to Biomedical Informatics**

***Need:*** The mission of the Department of (Bio)Medical Informatics at the University of Utah is to improve health outcomes through information systems (including health, economic, and satisfaction results for consumers and providers) in both the private and public sectors of the healthcare and public health systems.

The major goal is to train graduate students to develop broad expertise in Informatics in medical, public health, and genetic application areas. The department is supported in part by a National Library of Medicine Training Grant. Their Division offers both PhD and MS degrees in four different tracks; a post-baccalaureate certificate will also be added to the Department and has already passed the first round of approval at the Graduate Council level.

***Institutional Impact:*** No significant impact due to this suggested name change is anticipated.

***Costs:*** Any costs to the Department, School of Medicine, and University will be minimal.

**B. *Utah State University***

**Name Changes for PhD Specializations, Doctorate in Sociology, Utah State University**

***Request:*** Utah State University requests approval to change the names of two specialization areas listed under the Ph.D. in Sociology effective Fall 2006. This program was approved by the institutional Board of Trustees on August 25, 2005.

The Department of Sociology, Social Work and Anthropology currently has four approved specialization areas: 1) Environmental and Natural Resource Sociology, 2) Demography, 3) Social

Problems, and 4) Sociology of Development. They propose changing the names of the last two areas to be: (a) Social Problems and Inequality, and (b) Social Change and Development.

**Need:** Graduate students seeking the PhD in Sociology currently must complete requirements in two of the four specialization areas to receive the doctoral degree. Each specialization area requires students to complete certain courses that focus on topics in the specialization, and then pass a written comprehensive exam in the specialization area. The proposed name changes reflect an effort to clarify the nature of coursework and research that takes place under each specialization.

**Institutional Impact:** The proposed name changes should not have any significant institutional impact within the College, Utah State University, or any other graduate programs in the Utah Higher Education System. No new faculty, facilities, or equipment will be required.

**Finances:** There is no anticipated budget impact of these proposed specialization name changes.

### C. *Salt Lake Community College*

#### **Consolidation of the Logistics Management Emphasis and Production Management Emphasis to a new named emphasis entitled Production Operations and Supply Chain Management**

**Request:** Logistics Management and Production Management are areas of emphasis offered within the Business Management AAS degree at Salt Lake Community College. In recent years, industry practice has moved toward greater integration of these areas under a general descriptor of supply chain management. To respond to these changes and to keep offerings current and pertinent to industry needs, these two areas of emphasis are being combined into a single area of emphasis entitled: Production Operations and Supply Chain Management. These revisions are consistent with what other colleges and universities in Utah and around the nation have done and/or are currently under the process of doing.

**Need:** The program changes reflected in this proposal respond to changes in industry where logistics and operations management fall under a broad topic of supply chain. Changes are endorsed by the program advisory committee and are consistent with changes made at other colleges and universities within the state of Utah as well as around the nation.

**Institutional Impact:** This document represents a realignment of two existing areas of emphasis within the Business Management AAS Degree. There are no anticipated impacts to facilities, equipment, other programs, administrative structures, budgets, or equipment. The institution will continue to support the revised combined emphasis in the same manner as it has supported the two emphasis areas it replaces.

Students currently enrolled in either of the former two emphasis areas will be able to complete their requirements.

**Finances:** It is anticipated that the net effect on cost will be zero but the student/faculty ratio will increase as students from the two programs combine to take the same set of classes. It is also anticipated that approximately the same number of sections will be offered during an academic year as are currently offered in the two emphasis areas.

### **Commissioner's Recommendation**

The Commissioner recommends that the Regents approve the institutional requests on the Information Calendar of the Programs Committee as described above.

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Richard E. Kendell, Commissioner

REK/LS/JMC

March 1, 2006

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE – Proposed 2006-07 Fee Increases

Issue

USHE officials seek Regent approval for general student fee changes for 2006-07.

Background

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

At the time of printing, fee increase proposals had not been finalized. Information will be hand carried to the meeting.

Commissioner's Statement

The Commissioner's staff will review and prepare a summary report regarding 2006-07 proposed fee increases and hand carry the report to the March 10 meeting for Regent review and approval.

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Richard E. Kendell, Commissioner

REK/MHS/KGW/KLH  
Attachments

March 1, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

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

Issue

During the 2006 General Session, the Utah State Legislature passed House Bill 66 – Tuition Waivers for Higher Education. This bill not only repealed the sunset date of July 2009 for the existing 500 waivers previously granted to higher education but authorized an additional 400 Non-Resident Transition Waivers for the system. The Legislature reclassified the 900 waivers to more efficiently meet the needs of the USHE institution in serving students in neighboring states. The new statute now states that a maximum of 675 waivers will be allowed to waive up to 100 percent of the non-resident tuition differential and 225 waivers to waive no more than 50 percent of the non-resident tuition differential.

Regent policy R513 must be updated to reflect the legislative changes made to the waiver program. Attachment 1 outlines the proposed policy changes and includes the new allocation of awards to the institutions.

Background

For out-of-state students, existing law includes waivers for border students, reciprocal agreements, the Western Undergraduate Exchange program, summer school, and nonresident transition. For in-state students, USHE offers waivers for senior citizens, wards of the state, the surviving spouse and dependents of police officers and firefighters killed in the line of duty, National Guard members, recipients of the Purple Heart award, public school teachers, students who attended a Utah high school for three years and graduated, and students who have completed technologically-delivered sequential Mandarin Chinese courses through concurrent enrollment in high school. A listing of each of these waivers, including statutory and policy citations along with a brief overview of each waiver, is included in Attachment 2.

A report regarding the usage of statutory waivers during the 2004-05 academic year will be submitted in a subsequent meeting. Page one and two of the report identify the total number of students receiving awards and the amount of tuition waived per statutory program. The report also identifies institutions that exceeded the maximum number of awards in Regent policy or state statute. Pages three and four of the report identify the type of students receiving the awards (meritorious, impecunious, athletics, student government, or other.)

Commissioner's Recommendation

The Commissioner recommends the approval of the changes to Policy R513 and asks the Regents to review the summary information regarding the 2004-05 Utilization of Statutory Waiver Report.

REK/MHS/KGW/KLH  
Attachments

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Richard E. Kendell, Commissioner

## Proposed Revisions to Regent Policy R513 – *Tuition Waivers and Reductions*

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

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

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

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

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

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

6.2.2. ~~a maximum of one-half~~ **675** of the approved scholarships may be at a level of more than 50% of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

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

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

**6.3. Annual Number of Nonresident Tuition Scholarships** –academic year the president of the following institutions may award nonresident tuition scholarships set forth below, not to exceed a total of ~~500~~ **900** such scholarships in effect at any one time:

| Institution                 | Differential Tuition Scholarships (up to 100%) | Differential Tuition Scholarships (up to 50%) | Total                     |
|-----------------------------|------------------------------------------------|-----------------------------------------------|---------------------------|
| University of Utah          | <del>40</del> <u>24</u>                        | <del>45</del> <u>14</u>                       | <del>25</del> <u>38</u>   |
| Utah State University       | <del>145</del> <u>328</u>                      | 105                                           | <del>220</del> <u>433</u> |
| Weber State University      | <del>25</del> <u>55</u>                        | <del>20</del> <u>15</u>                       | <del>45</del> <u>70</u>   |
| Southern Utah University    | <del>35</del> <u>96</u>                        | <del>30</del> <u>25</u>                       | <del>65</del> <u>121</u>  |
| Snow College                | 2                                              | <del>8</del> <u>7</u>                         | <del>40</del> <u>9</u>    |
| Dixie State College         | <del>55</del> <u>161</u>                       | <del>55</del> <u>44</u>                       | <del>110</del> <u>205</u> |
| College of Eastern Utah     | 2                                              | <del>8</del> <u>7</u>                         | <del>40</del> <u>9</u>    |
| Utah Valley State College   | 0                                              | 0                                             | 0                         |
| Salt Lake Community College | <del>6</del> <u>7</u>                          | <del>9</del> <u>8</u>                         | 15                        |
| System Total                | <del>250</del> <u>675</u>                      | <del>250</del> <u>225</u>                     | <del>500</del> <u>900</u> |

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

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

**6.3.3.** Institutions shall report to the Office of the Commissioner by June 30 each year regarding their intention to use the number of scholarships allocated in 6.3. (Some of these scholarships may be made available to qualified Job Corps students). The Office of the Commissioner may reallocate unused scholarships to other institutions.

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

~~**6.5. Repeal Date**~~ A repeal date for this section is established as July 1, 2009.

## Utah System of Higher Education

## Description and Citations for Statutory Tuition Waivers

| Waiver                                                                                  | Utah Code Annotated                                     | SBR Policy                 | Summary Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a. Resident Undergraduate Merit or Impecunious Waivers (10%)                           | UCA 53B-8-101(1)(a)<br><i>Started 1921, Ch. 117</i>     | R513-3.1.                  | - "The president of each institution may waive all or part of the tuition in behalf of meritorious or impecunious resident students to an amount not exceeding 10% of the total amount of tuition which, in the absence of the waivers, would have been collected from all Utah resident students at the institution."                                                                                                                                                                                                                                                                                                                 |
| 1b. Resident National Guard Set Aside                                                   | UCA 53B-8-101(1)(b)<br><i>Started 2003, Ch. 172</i>     | R513-3.1.1.                | - "Of the amount waived for resident students [see 1a above] ... 2.5 percent of the total amount shall be set aside ... for waivers reserved for members of the Utah National Guard... Each institution should report the total waiver set aside amount for the upcoming academic year to the Utah National Guard Administration by May 1... The Utah National Guard administration will provide to institutions a prioritized list of qualified candidates by June 1 of each year."                                                                                                                                                   |
| 2a. Meritorious Nonresident Waivers (First-year Resident Portion)                       | UCA 53B-8-101(2)(a)<br><i>Started 1967, Ch. 122</i>     | R513-3.2.                  | - "Each academic year the president may waive all or part of the resident portion of the tuition in behalf of the [listed] additional number of meritorious nonresident students ... who are not current recipients of the waiver."<br><br>- Number of waivers allowed by school:<br>UU 190, USU 165, WSU 135, SUU 68, Snow 18, DSC 30, CEU 18, UVSC 114, SLCC 43                                                                                                                                                                                                                                                                      |
| 2b. Meritorious Nonresident Waivers (Post-First-year Resident and Non-Resident Portion) | UCA 53B-8-101(2)(b)-(c)<br><i>Started 1967, Ch. 122</i> | R513-3.2.1.<br>R513-3.2.2. | - The president may continue to waive the resident portion of the tuition after the first year.<br><br>- The president may waive the nonresident portion of the tuition after the completion of one year of full-time study.                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2c. Meritorious Nonresident Waivers (First-year Non-Resident Portion)                   | UCA 53B-8-101(2)(d)<br><i>Started 1994, Ch. 276</i>     | R513-3.3.                  | - The president may waive the nonresident portion of the tuition of meritorious nonresident student during the student's first year of full-time study based on the percentage of nonresident students at the institution multiplied by the number of resident portion waivers authorized in 53B-8-101(2)(a).                                                                                                                                                                                                                                                                                                                          |
| 3. Critical Occupations                                                                 | UCA 53B-8-101(3)<br><i>Started 1967, Ch. 122</i>        | R513-3.4.                  | - The president may request from the Board authority to grant additional full or partial tuition waivers to encourage students to enroll for instruction in specifically identified occupations critical to the state for which trained personnel are in short supply.                                                                                                                                                                                                                                                                                                                                                                 |
| 4. Senior Citizen Waivers                                                               | UCA 53B-9<br><i>Started 1987, Ch. 167</i>               | R513-6.                    | - Utah residents age 62 and over may enroll on a space available audit basis in classes without regular tuition charges.<br><br>- A minimum administrative fee for registration, record keeping, and reporting of at least \$10 should be charged.<br><br>- To receive credit a senior citizen must pay regular tuition.                                                                                                                                                                                                                                                                                                               |
| 5. Meritorious Nonresident Graduate Student                                             | UCA 53B-8-101(4)<br><i>Started 1937, Ch. 76</i>         | R513-3.6.                  | - The president may waive all or part of the difference between resident and nonresident tuition in the case of meritorious nonresident graduate students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 6. Western Undergraduate Exchange                                                       | UCA 53B-8-103<br><i>Started 1987, Ch. 167</i>           | R513-7.                    | - System institutions are authorized to participate in the WICHE Western Undergraduate Exchange (WUE) Program which enables students in 12 participating states to enroll in selected programs in other participating states at 150% of regular resident tuition.<br><br>- WUE students are only accepted in underenrolled programs, as determined by each institution.<br><br>- The period of time enrolled as a WUE student may not count for toward residency status.<br><br>- Current agreed upon allocation in SBR policy of WUE slots by school:<br>UU 125, USU 250, WSU 150, SUU 140, Snow 80, DSC 80, CEU 80, UVSC 54, SLCC 37 |

## Description and Citations for Statutory Tuition Waivers

| Waiver                                                     | Utah Code Annotated                                                    | SBR Policy | Summary Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------|------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. Reciprocal Agreements                                   | UCA 53B-8-103<br><i>Started 1982, Ch. 34</i>                           | R513-4.    | - The board may enter into agreements with other states to provide for a full or partial reciprocal waiver of the nonresident tuition differential charged to undergraduate students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 8. Border Waivers                                          | UCA 53B-8-104<br><br><br><br><br><br><br><i>Started 1986, Ch. 126</i>  | R513-5.    | - The board may grant a scholarship for partial waiver of the nonresident portion of tuition charged to nonresident undergraduate students.<br><br>- The amount of the award may not be more than one-half of the nonresident portion of tuition.<br><br>- Awarded initially only to a nonresident undergraduate student who has not previously been enrolled in USHE institution, who has enrolled for ten or more credit hours, and whose legal domicile is within approximately 100 highway miles of the USHE institution at which the recipient wishes to enroll.<br><br>- Number of waivers allowed by school:<br>UU 27, USU 140, WSU 21, SUU 74, Snow 0, DSC 119, CEU 18, UVSC 0, SLCC 4 |
| 9. Concurrent Enrollment 10% Waivers                       | UCA 53A-15-101<br><br><br><br><br><br><br><i>Started 198, R165-7.5</i> | R165-7.5.  | - Colleges and universities which contract to offer concurrent enrollment programs may arrange to waive the negotiated tuition fee for up to 10% of students in concurrent enrollment who are financially in need (as determined by high school officials), and school districts may set aside an appropriate amount of money to provide textbooks and other instructional materials for such students.                                                                                                                                                                                                                                                                                        |
| 10. Police Officer and Firefighter Survivor Tuition Waiver | UCA 53B-8c<br><br><br><br><br><br><br><i>Started 1997, Ch. 333</i>     | R513-8.    | - A USHE institution shall waive tuition for each Utah resident child and surviving spouse of a Utah peace officer or Utah firefighter who has been killed or is killed in the line of duty, given certain requirements, for up to 9 semesters as long as tuition is not covered or paid by any other source of tuition coverage.                                                                                                                                                                                                                                                                                                                                                              |
| 11. Wards of the State Tuition Waiver                      | UCA 53B-8d<br><br><br><br><br><br><br><i>Started 2001, Ch. 279</i>     | R513-9.    | - A USHE institution shall waive tuition for wards of the state who meet certain requirements for up to 9 semesters as long as tuition is not covered or paid by any other source, including scholarships and pell grants.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 12. Certain High School Graduates                          | UCA 53B-8-106<br><br><br><br><br><br><br><i>Started 2002, Ch. 230</i>  | R513-13.   | - "A student, other than a non-immigrant alien within the meaning of paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, shall be exempt from paying the nonresident portion of total tuition if the student::<br>(1) attended high school in Utah for three or more years;<br>(2) graduated from a high school in this state or received the equivalent of a high school diploma in Utah; and<br>(3) registers as an entering student at a System institution not earlier than the fall of the 2002-03 academic year.                                                                                                                                      |

## Utah System of Higher Education

## Description and Citations for Statutory Tuition Waivers

| Waiver                                                         | Utah Code Annotated                                 | SBR Policy | Summary Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------|-----------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13. Nonresident Transition Waivers                             | UCA 53B-8-104.5<br><br><i>Started 2003, Ch. 223</i> | R513-6.    | <ul style="list-style-type: none"> <li>- "In addition to the 'border waiver' scholarships, ... system presidents are authorized to grant scholarships for a waiver of the nonresident portion of total tuition charged to nonresident students."</li> <li>- The total number of scholarships each year is not to exceed 500, and up to one-half of the scholarships may be at a level more than 50% of the nonresident differential.</li> <li>- Scholarships may be awarded initially only to a nonresident student who has not previously been enrolled in a college or university in Utah and who has enrolled for ten or more credit hours.</li> <li>- "A nonresident student who receives a scholarships of greater than 50% of the differential tuition ... may not be counted against the funded target..."</li> <li>- "Institutions shall report to the Office of the Commissioner by June 30 of each year their intention to use the number of scholarships allocated. (Some of these scholarships may be made available for qualifying Job Corps students)."</li> <li>- Number of scholarships up to 50% of nonresident differential by school:<br/>UU 15, USU 105, WSU 20, SUU 30, Snow 8, DSC 55, CEU 8, UVSC 0, SLCC 9</li> <li>- Number of scholarships up to 100% of nonresident differential by school:<br/>UU 10, USU 115, WSU 25, SUU 35, Snow 2, DSC 55, CEU 2, UVSC 0, SLCC 6</li> </ul> |
| 14. Tuition Exemption for Public School Teachers               | UCA 53A-6-104<br><br><i>Started 2001, Ch. 292</i>   | R513-10.   | <ul style="list-style-type: none"> <li>- A licensed public school educator of good-standing who enrolls in a course of study to satisfy professional licensing requirements is exempt for tuition charges if the educator is not matriculated in a master's or doctorate program, if the course has surplus space, and if the course does not have a principle or substantial purpose to serve educators.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 15. Purple Heart Recipients                                    | UCA 53B-8e-101<br><br><i>Started 2004, Ch. 181</i>  | R513-14.   | <ul style="list-style-type: none"> <li>- 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| * Tuition Reimbursement for Sequential Mandarin Chinese Course | UCA 53A-15-101.5<br><br><i>Started 2001, Ch. 99</i> | R513-13.   | <ul style="list-style-type: none"> <li>- "The Board and the State Board of Education, in consultation with the Utah Education Network, may develop and implement a concurrent enrollment course of study in Mandarin Chinese. The course shall be taught over EDNET to high school juniors and seniors in the state's public education system."</li> <li>- "Students who successfully complete the concurrent enrollment course in Mandarin Chinese offered under the part shall receive tuition reimbursement for a sequential Mandarin Chinese course they successfully complete with a B grade or above at an institution within the state system of higher education."</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| ** Nonresident Summer School                                   | UCA 53B-8-101(4)<br><i>Started 1937, Ch. 76</i>     | R513-3.5.  | <ul style="list-style-type: none"> <li>- The president may waive all or part of the difference between resident and nonresident tuition in the case of nonresident summer school students.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

\* - Course not developed

\*\* - Amount of waivers not tracked on R-1 report.

March 1, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Authorization for Increased Differential Tuition for MBA and other Business Master's Degree Programs

Issue

The University of Utah seeks approval for a two-year phased increase in the current tuition differential for students in the MBA and other business Master's degree programs.

Background

Regent Policy R510 provides for differential graduate tuition levels based on student and market demand, potential earning capacity of program graduates, societal importance of the program, and program costs. To date, 23 graduate programs at the four USHE universities have differential tuition. For a complete list of programs, see the 2006-07 USHE Data Book, Tab E: Tuition and Fees, Table 6 (page 5).

The University of Utah's David Eccles School of Business proposes to increase the current graduate differential tuition from \$1,250 per semester to \$1,550 per semester for 2006-07 and \$1,850 per semester for 2007-08. (Based on 10 credit hours per semester for two semesters) Approximately 600 students per year would be impacted by the tuition differential. The proposed increase is necessary to maintain the quality of the graduate level business programs by improving career advising services and recruiting and retaining high quality faculty.

Attachment 1 includes the University of Utah proposal with tuition rate comparison information for the Top 10 Public University Business Schools in the West as well as a letter of support from the graduate student leaders in the School of Business.

**University of Utah Tuition Comparison**  
*(10 credit hours per semester)*

| Tuition Charges        | 2005-06 | 2006-07            | 2007-08             |
|------------------------|---------|--------------------|---------------------|
| Basic Graduate Tuition | \$1,585 | \$1,585 + Increase | \$1,585 + Increases |
| Business Differential  | \$1,250 | \$1,550            | \$1,850             |

Recommendation

The Commissioner recommends approval of the proposed two-year phased increase in differential tuition for the MBA and other Business Master's degree programs.

REK/MHS/KGW/KLH  
Attachments

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Richard E. Kendell, Commissioner

March 1, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Authorization for New Differential Tuition for Undergraduate Business Degree Programs

Issue

The University of Utah seeks approval to implement a two-year phased differential tuition on upper-division business courses.

Background

The University of Utah's David Eccles School of Business (DESB) is proposing to implement a two-year phased differential tuition rate on upper-division business courses beginning 2006-07. Upper-division business courses constitute only a portion of the courses that students majoring in business are expected to take during their junior and senior years. A typical, full-time business major will take 7 courses, or 21 credits, per year in upper-division business courses. The differential rate proposed is \$35 per credit hour in 2006-07 and \$50 in 2007-08. The average increase in the cost of tuition for these students above current rates would be approximately \$735 in 2006-07 and \$1,050 in 2007-08. DESB estimates the increase will impact approximately 1,600 students per year.

**University of Utah Undergraduate Upper-Division Business Courses  
Differential Tuition Proposal**

*(Based on 2 Semesters, 15 Credit Hours Each)*

| Tuition Charges       | 2005-06 | 2006-07            | 2007-08             |
|-----------------------|---------|--------------------|---------------------|
| Basic Tuition         | \$3,672 | \$3,672 + Increase | \$3,672 + Increases |
| Business Differential | 0       | \$735              | \$1,050             |

The additional funding generated through the differential will allow the University of Utah to address its faculty and staffing coverage plan for undergraduate education. The University's recent Association to Advance Collegiate Schools of Business (AACSB) review requests that a plan be developed for additional regular, full-time faculty coverage in the undergraduate business programs. When fully implemented, the tuition revenue generated will allow the University to hire enough additional faculty that approximately 75 percent of all upper-division business credit hours would be taught by regular, full-time faculty.

Attachment 1 includes the University of Utah proposal information regarding other undergraduate business program, differential tuition rates implemented in other states, a tuition rate comparison for the Top 10 Public University Business Schools in the West, as well as three support letters from the undergraduate student leaders in the School of Business.

This is not the first undergraduate tuition differential to be presented to the Regents for approval. In April 2002, Regents approved a modest undergraduate tuition differential for the business and engineering programs at Utah State University. Utah State University determined that similar to the graduate programs, the undergraduate programs in business and engineering warranted a differential tuition rate based on student and market demand, potential earning capacity of program graduates, societal importance of the program, and program costs.

Recommendation

The Commissioner recommends approval the proposed two-year phased differential tuition rate for upper-division business courses at the University of Utah.

REK/MHS/KGW/KLH  
Attachments

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Richard E. Kendell, Commissioner

March 1, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University – Land Sale to Utah Power for Substation

Utah Power must build an additional substation in North Logan to accommodate growth of the USU Innovation Campus and a "city center" area proposed by the City of North Logan. Utah Power identified a 2.6 acre parcel on USU agricultural research property as the preferred location and is willing to pay full market value for the land – approximately \$325,000.

The parcel in question is used by the College of Agriculture and the Agriculture Experiment Station as part of USU's land-grant mission. While not contiguous to the USU Innovation Campus, the substation will be properly positioned to provide adequate power as the Innovation Campus continues to expand.

Proceeds from the sale will be used to support other College of Agriculture and Agriculture Experiment Station research activities.

The attached letter from USU Finance and Business Vice-President Glenn Ford provides further information and a map of the parcel in question.

Recommendation

The Commissioner recommends approval of the land sale.

REK/MHS/KGW

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Richard E. Kendell, Commissioner

March 1, 2006

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: SLCC - Purchase of Property Adjacent to South City Campus

Issue

Salt Lake Community College seeks permission to purchase property adjacent to its South City Campus.

Background

Salt Lake Community College's Master Plan includes expansion on the South City Campus to include properties abutting the north end of campus. The duplex located at 124/126 Kensington Avenue is now available and the college seeks approval to purchase for the appraised value of \$250,000.

Please find attached to this memo a letter from SLCC Vice-President for Business Kent Ferrell. The letter details the transaction and provides a map for reference. Funds for the purchase come from one-time reserves in the physical plant fund specifically set aside for property acquisition.

Recommendation

The Commissioner recommends approval of the property purchase.

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Richard E. Kendell, Commissioner

REK/MHS/KGW  
Attachments

March 1, 2006

MEMORANDUM

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 – Money Management Reports.** Board Policy R541, Management and Reporting of Institutional Investments, directs that a comparative annual summary of investments be submitted annually for Board approval. This comparative exhibit is compiled from reports submitted by the institutions. Complete institutional reports are on file in the Commissioner's Office. The required exhibits are currently being compiled and verified, and a summary will be hand-carried to the board meeting.
- B. **USHE – Proposed Revisions to Policy R506, *Inventory of Budget-Related and Self-Supporting Courses* (Attachment 1).** Minor revisions to Policy R506 are needed to clarify the intent of the original language. Current policy directs that all non-resident students enrolled in technology-delivered courses must be designated as self-support for purposes of state funding. However, the self-support designation was only intended to be applied to non-resident students living outside of Utah while enrolled in technology-delivered courses.
- C. **UofU and USU – Capital Facilities Delegation Reports (Attachment 2).** In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.

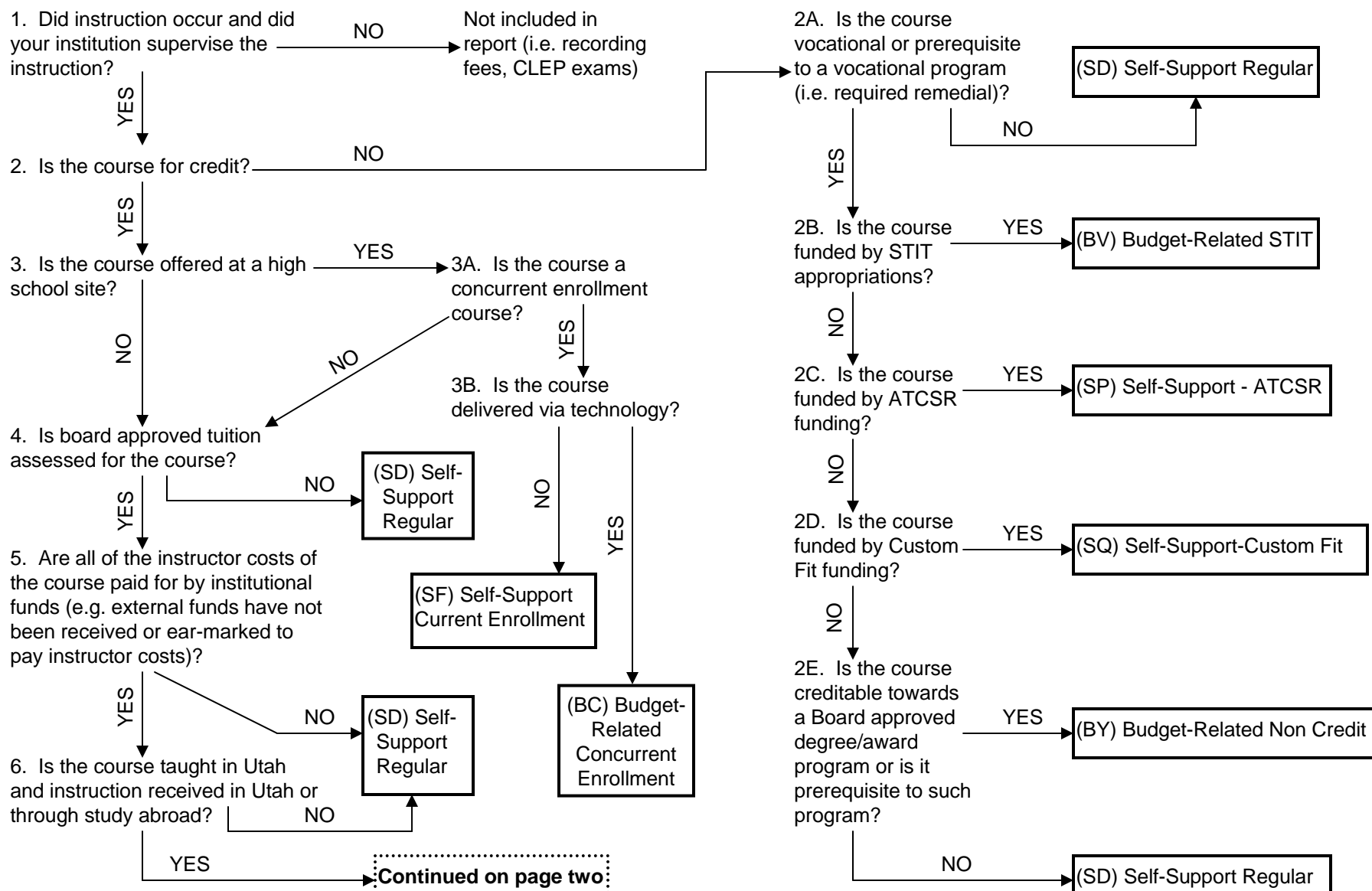
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Richard E. Kendell, Commissioner

REK/MHS/BRF/MV  
Attachments

# Utah System of Higher Education

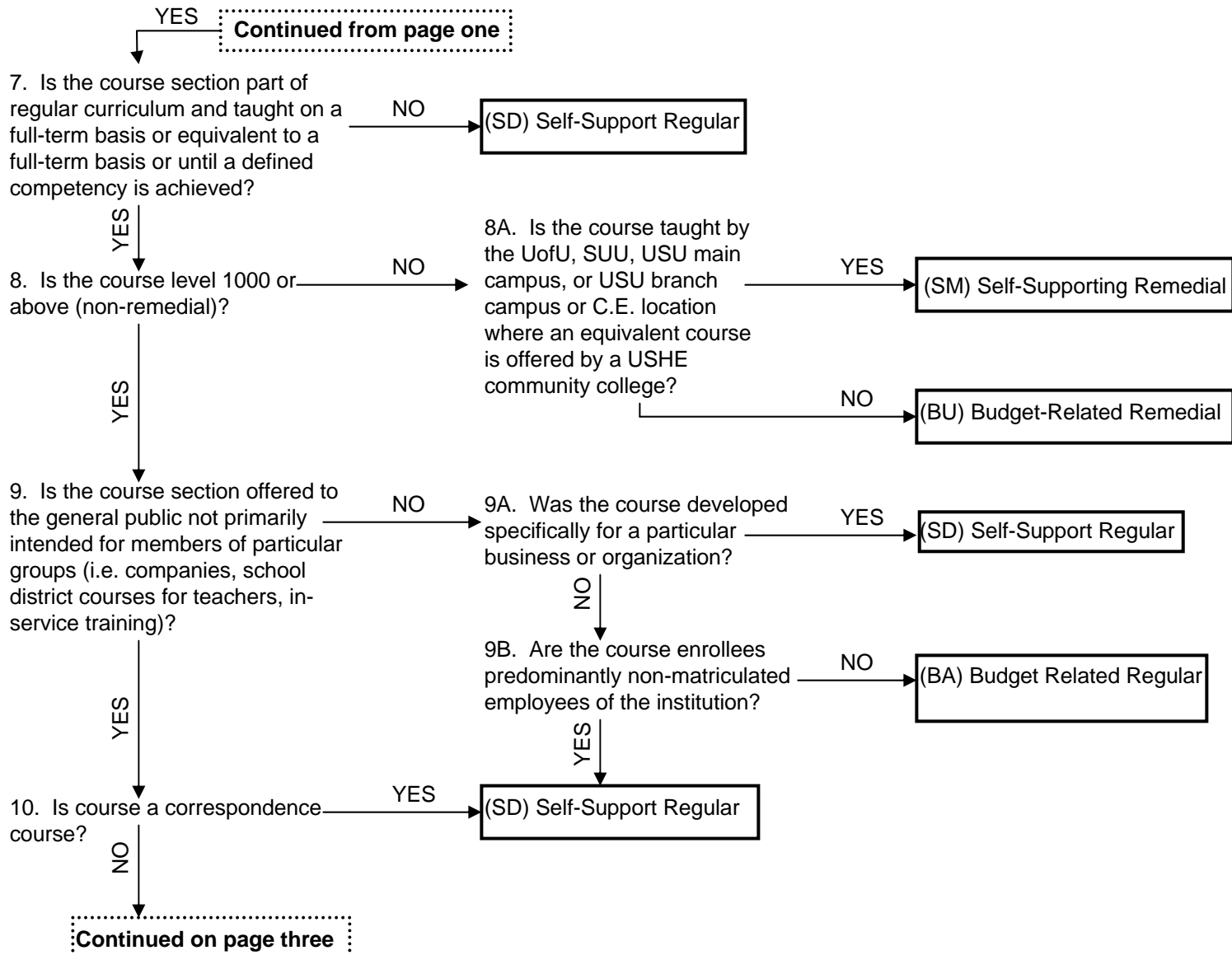
## Enrollment Category Decision Tree



# Utah System of Higher Education

## Enrollment Category Decision Tree

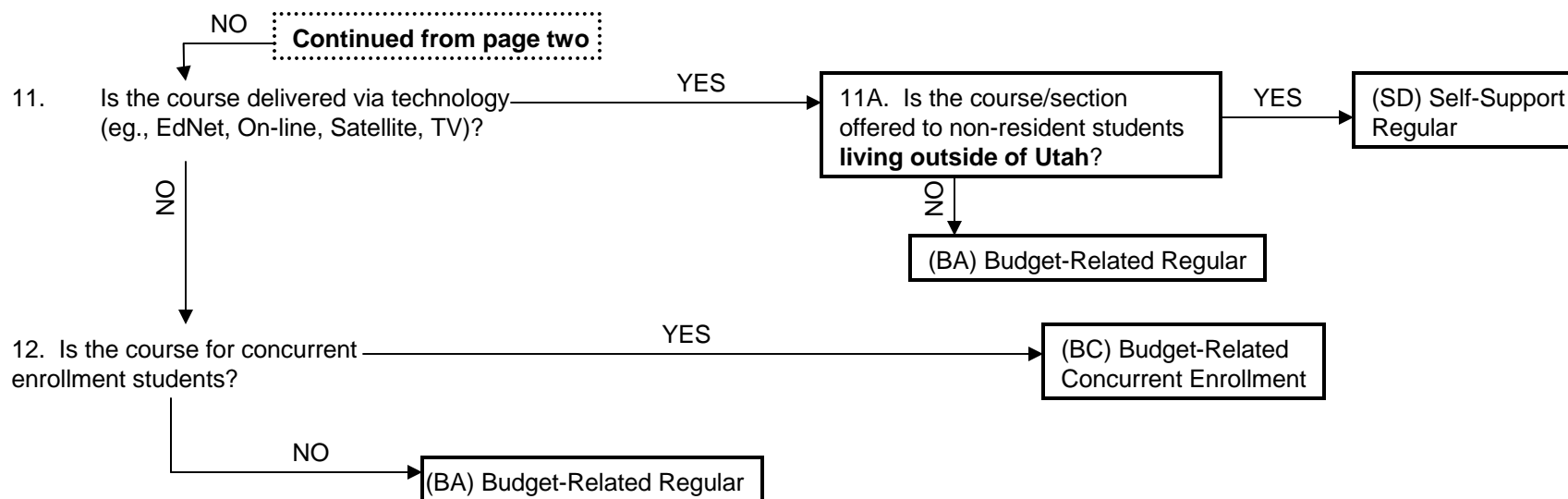
Page 2



# Utah System of Higher Education

## Enrollment Category Decision Tree

Page 3



March 1, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – 2006-2007 Data Book

The Utah System of Higher Education Data Book is a compilation of reports on the Utah System of Higher Education and its ten component institutions. The Office of the Commissioner of Higher Education has produced the Data Book each year since the Legislature created the Board of Regents in 1969.

Beginning with this year's Data Book, the Commissioner of Higher Education will publish the Data Book exclusively in electronic format. Publication of the 2006-07 USHE Data Book in electronic format will save over \$3,500 and approximately 36,000 sheets of paper. The Data Book will still be available online at [www.utahsbr.edu](http://www.utahsbr.edu).

The USHE Data Book is intended to allow the Governor's Office, Legislators, legislative staff, USHE institutions, and the general public to query particular aspects of the Utah System of Higher Education. Examples of common questions that may be answered from the 2006-07 edition of the USHE Data Book are:

- How many and what types of degrees were awarded in the USHE in 2004-05? (Tab B)
- How did USHE enrollments differ from previous years? (Tab C)
- How much money does the USHE spend on Applied Technology Education? (Tab D)
- How does tuition at the USHE's two-year and four-year colleges compare? (Tab E)
- What kind of financial aid is available at USHE institutions? (Tab F)
- What portion of the USHE is funded by entities other than the State of Utah? (Tab G)
- Has the way in which the State funds higher education changed over the years? (Tab H)
- What did it cost in 2004-05 to educate a student at one of the USHE institutions? (Tab I)
- How many hours per week do USHE faculty members spend teaching? (Tab J)
- How do faculty salaries in Utah compare to faculty salaries in other states? (Tab K)
- How is space inventory classified by each USHE institution? (Tab L)
- How do USHE institutions compare to their peers on key funding measures? (Tab M)

Commissioner's Recommendation

Information item only; no action required.

REK/MHS/KLW/KLH

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Richard E. Kendell, Commissioner

March 1, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Briefing on Proposed University Hospital Expansion (Follow-up to Regents' Executive Committee Meeting on February 7, 2006)

Issue

The Executive Committee of the State Board of Regents met on February 7, 2006, to give preliminary authorization to the University of Utah to issue revenue bonds for the expansion of the University Hospital.

Background

The University of Utah received legislative authorization in 2005 to issue approximately \$42 million of revenue bonds to assist in funding the expansion of the University Hospital by adding a West Pavilion. This project was one of several "other funds" projects approved in September 2004 by the Board of Regents and forwarded for legislative approval in the 2005 Session.

As University officials progressed into the design of the project, and as they considered the long-term needs of the hospital, they determined that the hospital's competitive position would be best-served by increasing the scope of this expansion project. By late January 2006, they determined that they should request an increase in the revenue bond authorization to a total of approximately \$90 million. In conjunction with seeking legislative approval for this increase during the 2006 Session, it was necessary to convene the Regents' Executive Committee in early February so that the legislature understood that the project had also received Regents' approval.

Regents will have two additional chances to review this project. At the June 9, 2006, Board of Regents meeting, University and hospital officials will present a detailed financial analysis of project costs and revenue bond payment schedules. At either the July or September board meeting, University officials, bond counsel, and bond financial advisor will present the authorizing bond resolution.

Recommendation

This item is for information only. By approving the minutes of the February 7, 2006, Executive Committee meeting (see *General Consent Calendar*), the Board will ratify the decision for preliminary authorization for the issuance of revenue bonds for the hospital expansion.

\_\_\_\_\_  
Richard E. Kendell, Commissioner

REK/MHS  
Attachments



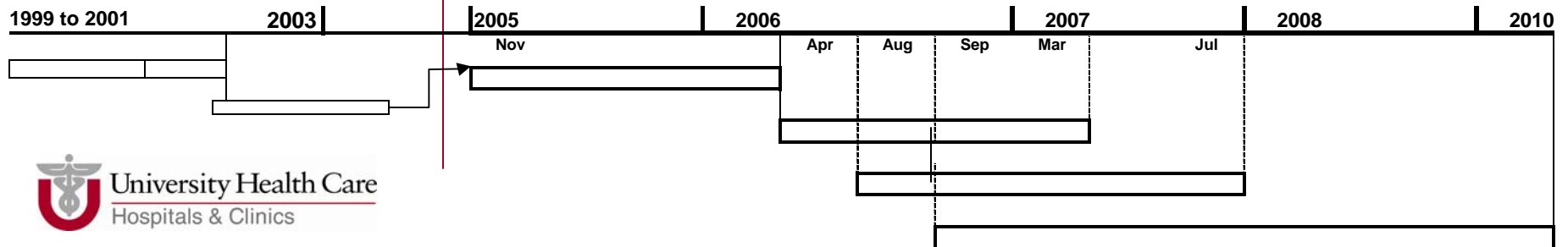
**SLIDE 1**

## University of Utah Hospital

### Non-State Funded Project

- **Hospital Expansion—Next Phase**
  - Revenue Bond Authorization Request
  - No State O&M
  - Debt Security---Clinical Revenues

#### Timeline



# University of Utah Hospital

## Key Drivers:

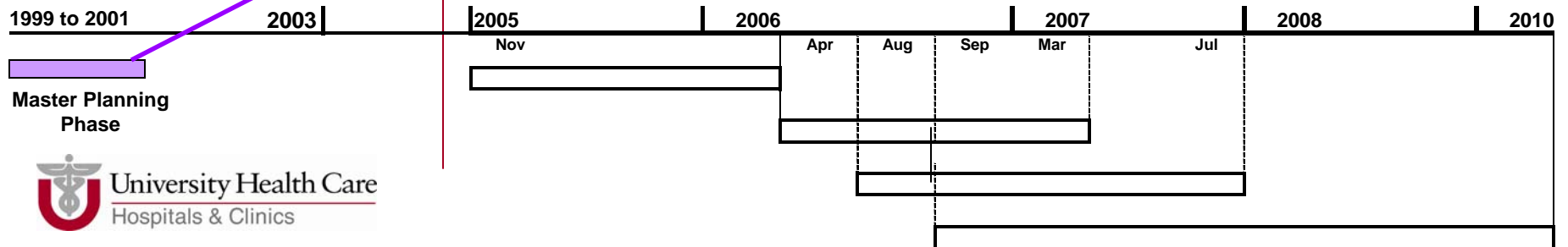
- At Capacity---(354 beds)
- Trauma Divert
- Emergency Dept Overcrowded
- Elective Cases - delayed or canceled

## MASTER PLANNING PHASE...

University Hospital Years 1990s' to 2002



### Timeline



# University of Utah Hospital

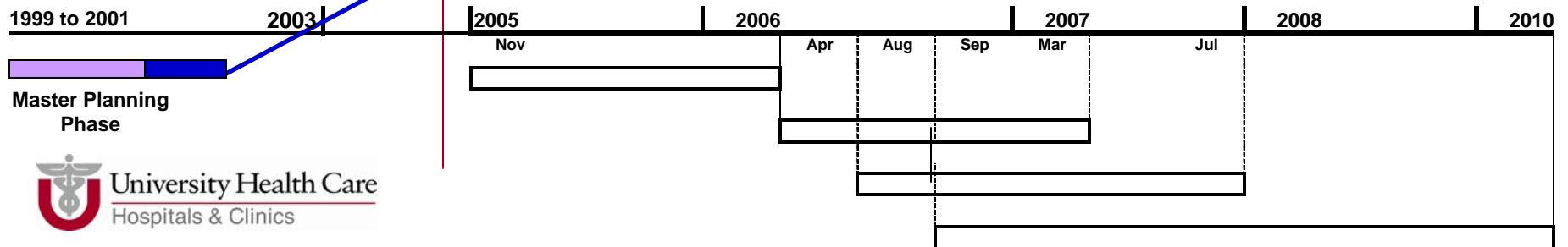
## Master Plan 2001

1. **East—Pavilion**
  - Emergency Dept.
  - Surgical Intensive Care Unit (SICU)
2. **West Pavilion**
  - Patient Beds
  - Support Functions
  - Parking

## University Hospital Master Plan--2001



### Timeline



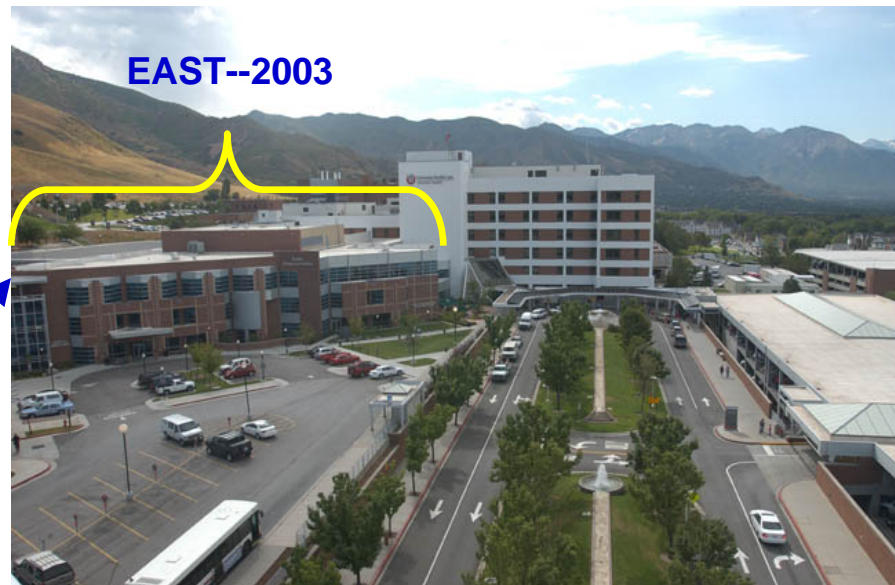
# University of Utah Hospital

**Constructed:**  
**East**  
**“Eccles Critical Care Pavilion”**  
**2003**

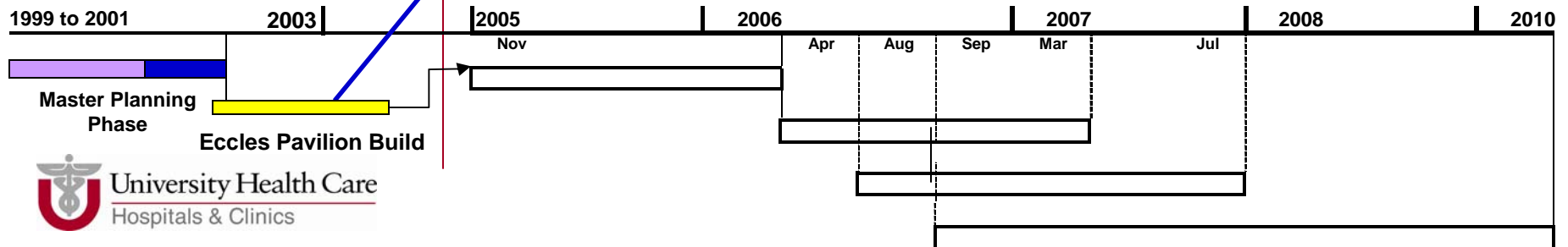
**University Hospital– East- “Eccles Critical Care Pavilion” 2003**

## 1. East—Pavilion

- Emergency Dept.
- Surgical Intensive Care Unit (SICU)
- (PACU)
- 3 Levels
- **FUTURE—2 Levels**



### Timeline





## NEW Plan

**West Pavilion and  
Eccles 2 Levels  
2006--2009**

**SLIDE 6**

## University of Utah Hospital

1. **West Pavilion**
  - Approx. 140 Patient Rooms
    - Some Shelled
  - Support Functions
  - Parking
2. **Eccles 2 Levels**
  - Approx. 35 Patient Rooms
3. **Total Project Budget**
  - \$120,000,000

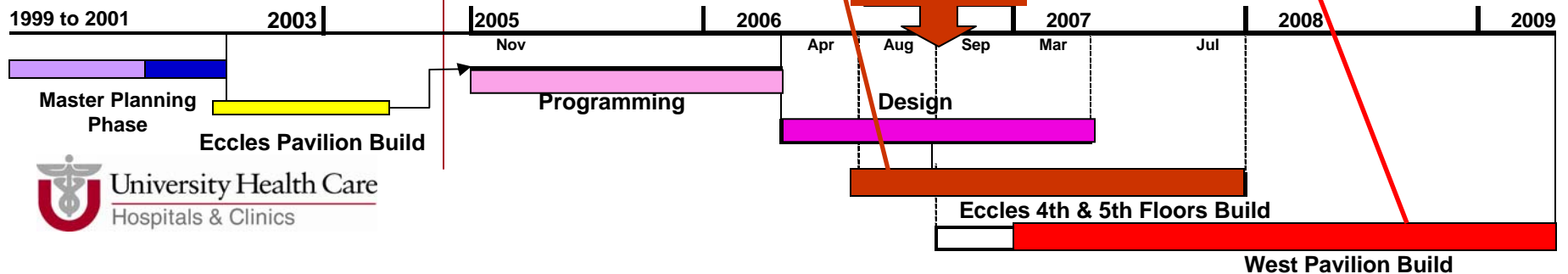
### Legislative Authorization Revenue Bond Request:

- Issue Bd. of Regents Revenue Bonds
- \$90,000,000
- Donor and Hospital Capital Funds \$30,000,000

### University Hospital– **West Pavilion-(to be named)** and Eccles 2 Levels



### Timeline





**SLIDE 7**

## Summary University of Utah Hospital Expansion

### Approvals

Hospital Board  
January 27, 2006

U of U Board of Trustees - Executive Committee  
January 30, 2006

State of Utah Building Board  
January 30, 2006

Legislative Leadership Discussions  
February 3, 2006

Utah State Capital Facilities Appropriation Sub-Committee  
(Legislative Committee)  
February 6, 2006

Utah State Board of Regents - Executive Committee  
February 7, 2006

University of Utah Board of Trustees  
February 13, 2006

Utah State Legislative - Pass Bond Authorization Bill  
by March 1, 2006

Utah State Board of Regents  
March 10, 2006

Governor Signs Bond Authorization Bill into Law  
by March 21, 2006

Additional Review by Board of Regents and  
University of Utah Board of Trustees  
May 2006



University of Utah Hospital  
Prior to 2001



Phase I - Eccles Critical Care Pavilion  
without Level 4 & 5 - Opened March 2003



Master Plan 2001  
Includes Critical Care Pavilion & West Pavilion



Phase II - Proposed Hospital Expansion  
Eccles Critical Care Pavilion Floors 4 & 5  
West Pavilion

## Reconciliation Slide 8

### University of Utah Hospital

#### 2006 (New)

**West Pavilion and Eccles  
Pavilion 2 Levels:**  
Board of Regents  
Request

#### Total Project Budget

\$ 87,500,000 Base  
\$ 18,000,000 Eccles (2)  
\$ 14,500,000 Inflation  
**\$120,000,000 Total**

#### Funding Plan:

**Revenue Bonds—2006:**  
\$90,000,000  
**Donor and  
Hospital Support:**  
\$30,000,000



#### ORIGINAL...

#### 2004-2005

#### West Pavilion:

Original Proposal  
2004 to Board  
of Regents

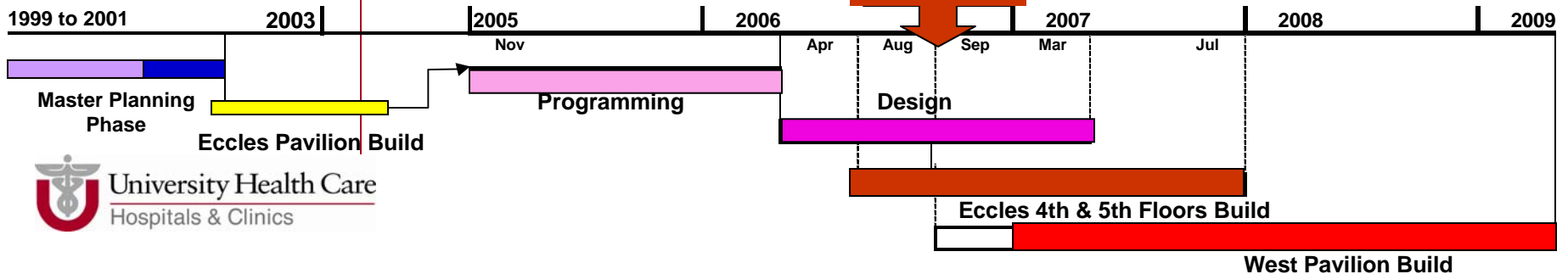
#### Total Project Budget

**\$87,500,000**

#### Funding Plan:

**Revenue Bonds—2007:**  
\$ 42,000,000  
**Donor and  
Hospital Support:**  
\$ 45,500,000

#### Timeline



March 1, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: UVSC – Briefing on Proposed Lease- Purchase of Building for Culinary Arts Program

Background

Utah Valley State College operates a culinary program that has a waiting list that more than doubles the current 38 spaces available for students. UVSC is in the process of exploring options for expanding the program, including a capital lease.

Issue

As part of discussions involving a new and larger location for the culinary arts program at UVSC, college officials received a proposal to take over dining operations at the Canyon Park Technology Center in Orem (formerly the Word Perfect Office Park). The Tech Center has approximately 5,800 employees on site and runs a small cafeteria operation. UVSC officials believe this provides a dual opportunity – the space available will accommodate seven teaching kitchens and will provide a viable retail outlet to support the program. Expanding the program also brings the opportunity to make the culinary arts program completely self-supporting.

UVSC anticipates annual lease costs of \$240,000 based on a discounted rate of \$6 per square foot (triple net). With an annual lease escalation of three percent, the College will pay nearly \$4.5 million over 15 years in lease costs. The property owners offered to sell the property to the college for \$3.5 million – an amount that could be funded for approximately \$332,000 per year – a total of \$4.98 million over 15 years. If improvement costs are financed along with a purchase the total expenditure rises to \$5.8 million. Attachment 1 provides a comparison of the three options.

The College is currently assessing all of its options and wants to alert the Board regarding this opportunity in advance of final negotiations. Attachment 2 is a letter from UVSC Vice President for Administration providing further detail. College officials will be present to answer any questions the Board may have regarding this project.

Recommendation

Information Only.

REK/MHS/KGW  
Attachments

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Richard E. Kendell, Commissioner

Attachment 1

| UVSC Lease Analysis: Canyon Park Technology Center |                                 |                                |                                           |
|----------------------------------------------------|---------------------------------|--------------------------------|-------------------------------------------|
| <i>Draft</i>                                       |                                 |                                |                                           |
| Year                                               | Straight Lease<br>3% Escalation | Capital Lease<br>(5% Interest) | Capital Lease<br>( w/ \$600k Improvments) |
| 1                                                  | \$240,000                       | \$332,000                      | \$389,000                                 |
| 2                                                  | \$247,200                       | \$332,000                      | \$389,000                                 |
| 3                                                  | \$254,616                       | \$332,000                      | \$389,000                                 |
| 4                                                  | \$262,254                       | \$332,000                      | \$389,000                                 |
| 5                                                  | \$270,122                       | \$332,000                      | \$389,000                                 |
| 6                                                  | \$278,226                       | \$332,000                      | \$389,000                                 |
| 7                                                  | \$286,573                       | \$332,000                      | \$389,000                                 |
| 8                                                  | \$295,170                       | \$332,000                      | \$389,000                                 |
| 9                                                  | \$304,025                       | \$332,000                      | \$389,000                                 |
| 10                                                 | \$313,146                       | \$332,000                      | \$389,000                                 |
| 11                                                 | \$322,540                       | \$332,000                      | \$389,000                                 |
| 12                                                 | \$332,216                       | \$332,000                      | \$389,000                                 |
| 13                                                 | \$342,183                       | \$332,000                      | \$389,000                                 |
| 14                                                 | \$352,448                       | \$332,000                      | \$389,000                                 |
| 15                                                 | \$363,022                       | \$332,000                      | \$389,000                                 |
|                                                    | <u>\$4,463,739</u>              | <u>\$4,980,000</u>             | <u>\$5,835,000</u>                        |

March 1, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Tuition Increases for 2006-07 (1<sup>st</sup> and 2<sup>nd</sup> Tier)

Issue

Regents are asked to approve the proposed changes to Regent Policy R510 – *Tuition and Fees* and finalize first-tier and second-tier tuition increases for 2006-07 for all 10 USHE institutions and the Utah Electronic College.

Background

At the time of printing, 2006-07 tuition rate increases had not been finalized for the USHE institutions and the Utah Electronic College. Proposed R510 – *Tuition and Fees* policy changes and tuition rate information collected from the institutions will be hand carried to the meeting.

Commissioner's Statement

After the conclusion of the Legislative session, the Commissioner's staff will review the funding allocated to higher education and prepare a first-tier tuition increase proposal to meet the needs of the system. Staff will also review information from the institutions regarding second-tier tuition increase and prepare a summary report for the Regents. In addition, revisions to policy R510, *Tuition and Fees* will be summarized for review and approval. Information will be presented during the March 10 meeting.

---

Richard E. Kendell, Commissioner

REK/MHS/KGW/KLH

March 1, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the General Consent Calendar:

A. Minutes –

1. Minutes of the Regular Meeting of the State Board of Regents held January 11, 2006, at Salt Lake Community College, Salt Lake City, Utah
2. Minutes of Meeting of the Executive Committee of the State Board of Regents held February 7, 2006, including ratification of actions taken by Executive Committee

B. Grant Proposals

1. University of Utah – Health Resources and Services Administration; “Advanced Education Nursing Traineeship,” \$2,866,979. Susan L. Beck, Principal Investigator.
2. University of Utah – National Science Foundation; “Nanomechanical Architecture,” \$1,663,994. Feng Liu, Principal Investigator.
3. University of Utah – National Science Foundation; “NIRT,” \$1,600,000. Grant D. Smith, Principal Investigator.
4. University of Utah – National Science Foundation; “Tangible Modeling Visualization,” \$1,250,954. Elaine Cohen, Principal Investigator.
5. University of Utah – National Institutes of Health; “Hispanic Cohort,” \$31,412,102. Joseph Lynn Lyon, Principal Investigator.
6. University of Utah – National Science Foundation; “Genetics Instructional Materials,” \$4,428,565. Louisa Anne Stark, Principal Investigator.
7. University of Utah – National Institutes of Health, National Cancer Institute; “FDG PET in Cancer,” \$2,751,393. Kathryn Morton, Principal Investigator.

8. University of Utah – National Institutes of Health; "Plasma Triglycerides, Lipoprotein Remodeling...CAD Risk;" \$2,725,312. Paul N. Hopkins, Principal Investigator.
9. University of Utah – National Institutes of Health; "Cardiomyopathy and Microangiopathy;" \$1,868,750. E. Dale Abel, Principal Investigator.
10. University of Utah – National Institutes of Health; "PPARgamma in Diabetic Nephropathy;" \$1,844,000. Tianxin Yang, Principal Investigator.
11. University of Utah – National Institutes of Health; "MOG;" \$1,841,525. Robert S. Fujinami, Principal Investigator.
12. University of Utah – National Institutes of Health; "Interdisciplinary Training Program in Comp Bioengineering;" \$1,342,411. Robert S. MacLeod, Principal Investigator.
13. University of Utah – National Science Foundation; "Crystalloluminescence;" \$1,047,664. Terry Arthur Ring, Principal Investigator.
14. University of Utah – HRSA Bureau of Primary Health Care; "Education Nursing Traineeship;" \$2,866,979. Susan L. Beck, Principal Investigator.
15. University of Utah – National Institutes of Health; "NMR of HIV;" \$1,844,000. Darrell R. Davis, Principal Investigator.
16. University of Utah – National Institutes of Health, National Cancer Institute; "Breast Cancer Family Registry;" \$3,046,130. Saundra S. Buys, Principal Investigator.
17. University of Utah – National Institutes of Health, National Cancer Institute; "MCRTTP;" \$2,975,280. David Marc Virshup, Principal Investigator.
18. University of Utah – National Institutes of Health; "Mouse Metabolism Phenotyping;" \$4,370,658. Donald McClain, Principal Investigator.
19. University of Utah – National Institutes of Health; "Antidepressants and Suicidality;" \$2,309,081. Michelle A. Moskos, Principal Investigator.
20. University of Utah – National Institutes of Health; "Heme Biosynthetic Enzymes;" \$1,681,875. Christopher Peter Hill, Principal Investigator.
21. University of Utah – National Institutes of Health; "UPFDN;" \$1,303,868. Ingrid E. Nygaard, MD, Principal Investigator.
22. University of Utah – National Institutes of Health; "Neuronal Pathfinding;" \$2,067,953. Vladimir Hlady, Principal Investigator.

23. University of Utah – National Institutes of Health; "Microbicide Delivery System;" \$1,959,374. Patrick F. Kiser, Principal Investigator.
24. University of Utah – National Science Foundation; "Designing Visually Accessible Spaces;" \$1,565,994. William B. Thompson, Principal Investigator.
25. University of Utah – National Institutes of Health; "Herb Drug Interactions with Oral Contraceptives;" \$2,063,918. Patricia A. Murphy, Principal Investigator.
26. University of Utah – National Institutes of Health; "Targeted Radiotherapy;" \$2,325,602. Y. Bruce Yu, Principal Investigator.
27. University of Utah – National Institutes of Health; "Reversibly Immobilized Suicide Substrates to Probe Enzyme;" \$1,595,248. Chad R. Borges, Principal Investigator.
28. University of Utah – National Institutes of Health; "MRI Guided Photodynamic Therapy for Cancer Treatment;" \$1,196,000. Zheng-Rong Lu, Principal Investigator.
29. University of Utah – National Institutes of Health, National Institute of Mental Health; "\$Economic, Neighborhood, and Familial Effects on Youth;" \$2,939,543. Jessie Xiaojing Fan, Principal Investigator.
30. University of Utah – National Institutes of Health; "Poison Control Center;" \$1,121,250. Lee Ellington, Principal Investigator.
31. University of Utah – National Institutes of Health; "Colonoscopy Telegenetic Intervention;" \$3,702,148. Anita Kinney, Principal Investigator.
32. University of Utah – National Institutes of Health, National Cancer Institute; "DNA Methylation Chronic Leukemia;" \$1,333,375. Margaret K. Yu, Principal Investigator.
33. University of Utah – National Institutes of Health, National Institute of Neurology; "UINC;" \$11,487,158. Hans Breiter, Principal Investigator.
34. University of Utah – National Institutes of Health; "Positional Identity in the Zebrafish Embryo;" \$5,576,651. David Grunwald, Principal Investigator.
35. University of Utah – National Institutes of Health; "Genetic Factors of Acute Kidney Transplant Rejection;" \$3,667,541. Alexander Goldfarb-Rumyantzev, Principal Investigator.
36. University of Utah – National Institutes of Health; "Familial Component;" \$2,439,561. Lisa Anne Albright, Principal Investigator.
37. University of Utah – National Institutes of Health; "Stage V CKD;" \$2,397,541. Srinivasan Beddhu, Principal Investigator.

38. University of Utah – National Institutes of Health; "Improve Brain Function in Senescent Monkeys;" \$2,355,065. Audie G. Leventhal, Principal Investigator.
39. University of Utah – Centers for Disease Control; "Autism Surveillance;" \$2,000,000. Judith Pinborough Zimmerman, Principal Investigator.
40. University of Utah – National Institutes of Health; "Chronic Hypoxia;" \$1,868,750. Salvatore J. Fidone, Principal Investigator.
41. University of Utah – National Institutes of Health, National Institute of Children's Health & Human Services; "Therapeutic Opportunity in SMA;" \$1,868,750. Kathryn J. Swoboda, Principal Investigator.
42. University of Utah – National Institutes of Health; "Gene X-Linked Optic Atrophy OPA2;" \$1,864,295. Bradley J. Katz, Principal Investigator.
43. University of Utah – National Institutes of Health; "Pachyonychia Congenita Trials;" \$1,831,378. Sancy A. Leachman, Principal Investigator.
44. University of Utah – National Institutes of Health; "LOTT;" \$1,689,246. Richard Elliot Kanner, Principal Investigator.
45. University of Utah – National Institutes of Health; "Control of Drosophila Detoxification Responses;" \$1,495,000. Carl Sennrich Thummel, Principal Investigator.
46. University of Utah – National Institutes of Health; "CRP and SMC;" \$1,495,000. Takahisa Masaki, Principal Investigator.
47. University of Utah – National Institutes of Health, National Center for Research; "Genome Science for Health;" \$1,349,481. Louisa Anne Stark, Principal Investigator.
48. University of Utah – Brigham & Women's Hospital; "Genetic Mechanisms;" \$1,048,341. Paul N. Hopkins, Principal Investigator.
49. University of Utah – William Keck Foundation; "Regulation of PAS Kinase;" \$1,000,000. Jared P. Rutter, Principal Investigator.
50. University of Utah – US Department of Commerce; "2006 PTFP Grant;" \$1,189,605. Rebecca W. Davis, Principal Investigator.
51. Utah State University – Idaho State University; "Novel Mechanisms of Sodium Channel Dysfunction in Childhood Epilepsy Syndromes;" \$1,027,252. Katrina Stroffekova, Principal Investigator.
52. Utah State University – US Department of Education; "Utah Assistive Technology Program: Statewide Assistive Technology Grant Program;" \$1,110,828. Martin Blair, Principal Investigator.

53. Utah State University – National Science Foundation; "PBI: The Megachilid Bees of the World, a Model for Global Pollinator Inventories;" \$2,157,146. James Pitts, Principal Investigator.
54. Utah State University – National Science Foundation; "NEESR-SG: NEES/E- Defense Collaboration: Sustainable, Cost-effective Solutions for Isolation Systems (SUCCESS); \$1,599,998. Keri Ryan, Principal Investigator.
55. Utah State University – Lockheed Missiles and Space Company; "Autonomous Nano-Satellite Guardian Evaluating Local Space (ANGELS), Phase III;" \$3,431,790. Pat Patterson, Principal Investigator.
56. Utah State University – US Department of Defense, Defense Threat Reduction Agency; "Biowarfare in Macrophages: Targeting Bacterial Countermeasures;" \$1,809,642. Linda Powers, Principal Investigator.
57. Utah State University – Duke University; "Epidemiology of Alzheimer's Dementia in Cache County, Utah;" \$1,363,314. Maria Norton, Principal Investigator.
58. College of Eastern Utah – US Department of Labor; "Energy Training Center;" \$2,700,000.

C. Grant Awards

1. University of Utah – National Institutes of Health; National Institute of Children's Health & Human Services; "Multicenter Network of Maternal Fetal Medicine Units;" \$2,886,875. Michael W. Varner, Principal Investigator.
2. Utah State University – NASA Jet Propulsion Laboratory; "Wide-field Infra-red Survey Explorer (WISE);" \$3,484,740. Scott Schick, Principal Investigator.
3. Utah State University – NASA Jet Propulsion Laboratory; "Wide-field Infra-red Survey Explorer (WISE);" \$2,406,078. Scott Schick, Principal Investigator.

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Richard E. Kendell, Commissioner

MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH  
January 20, 2006

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MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH  
January 20, 2006

Regents Present

Nolan E. Karras, Chair  
Jed H. Pitcher, Vice Chair  
Jerry C. Atkin  
Bonnie Jean Beesley  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
David J. Jordan  
Gaby Kingery  
Josh Reid

Regents Excused

Daryl C. Barrett  
Janet A. Cannon  
Greg W. Haws  
Sara V. Sinclair  
Marlon O. Snow

Office of the Commissioner

Richard E. Kendell, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
Richard Davis, Associate Executive Director for UHEAA Finance and Administration  
David S. Doty, Assistant Commissioner and Director of Policy Studies  
David Feitz, Associate Executive Director for UHEAA Policy and Development  
Carrie Flamm, Executive Director, Utah Student Association  
Brian Foisy, Assistant Commissioner for Financial Services  
Kimberly Henrie, Budget Officer  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Mark H. Spencer, Associate Commissioner for Finance and Facilities/ Executive Director, UHEAA  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Lynne N. Ward, Executive Director, Utah Education Savings Plan  
Gary S. Wixom, Assistant Commissioner for Academic Affairs  
Jason Matthews, Legislative Intern

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Arnold B. Combe, Vice President for Administrative Services  
John G. Francis, Associate Vice President for Undergraduate Studies/Deputy Chief Academic Officer  
Erika Thompson, Graduate Assistant, International Center  
Lindsey Thurgood, Student  
Cai L. Jin

Utah State University

Stan L. Albrecht, President  
Raymond T. Coward, Provost  
Joyce Kinkead, Vice Provost for Undergraduate Studies and Research  
Whitney J. Pugh, Director of Budget and Planning  
Quinn Millet, Student Body President

Weber State University

F. Ann Millner, President  
Brad Mortensen, Assistant Vice President for Support and Auxiliary Services  
Norman C. Tarbox, Vice President of Administrative Services

Southern Utah University

Steven D. Bennion, President  
Mikhail Bouniaev, Interim Dean, College of Computing, Integrated Engineering & Technology  
Abe Harraf, Provost  
Harold Ornes, Dean, College of Science  
Dorian Page, Associate Vice President for Administrative & Financial Services  
Carl Templin, Dean, School of Business

Snow College

Michael T. Benson, President  
Bradley A. Winn, Provost

Dixie State College

Lee G. Caldwell, President  
Donna Dillingham-Evans, Academic Vice President  
Christina Schultz, Vice President of Institutional Advancement

College of Eastern Utah

Ryan L. Thomas, President  
Michael King, Provost and Vice President for Academic Affairs  
Todd Olsen, Director of Admissions and Scholarships

Utah Valley State College

William A. Sederburg, President  
J. Karl Worthington, Associate Vice President of Academic Affairs

Salt Lake Community College

Cynthia A. Bioteau, President  
Kent Ferrel, Interim Vice President for Business Services  
Mark Hamilton, Director of Accounting Systems  
David Richardson, Vice President for Academic Services  
(and others)

Utah College of Applied Technology

Darrell K. White, Interim President  
Linda Fife, Campus President, Salt Lake-Tooele ATC

Jared Haines, Vice President for Instruction and Student Services

Representatives of the Media

Brandy A. Lee, *Weber Signpost*

Shinika Sykes, *Salt Lake Tribune*

Amy Stewart, *Ogden Standard Examiner*

Erin Stewart, *Deseret Morning News*

Others

Kim Hood, Governor's Office of Planning and Budget

Blake Wade, Ballard Spahr

Paul Wozniak, UBS Investment Bank

Following a breakfast meeting with the SLCC Board of Trustees and meetings of the Board committees, Vice Chair Jed Pitcher welcomed everyone to Salt Lake Community College and called to order the Committee of the Whole at 11:00 a.m. He thanked President Bioteau and her staff for the gracious accommodations and excused Regents Barrett, Cannon, Haws, Sinclair and Snow.

Jane Barrett. Regent Pitcher announced that a memorial service had been held for Regent Barrett's daughter, Jane, earlier in the week. Commissioner Kendell said the memorial service was held in the Utah Museum of Fine Arts. Several hundred people attended the service. To honor the family's request, an initial donation of \$100 was made to the Jane Barrett Memorial Fund at the University of Utah's College of Architecture and Planning on behalf of the State Board of Regents. Others willing to contribute personally to the memorial fund should send their donation directly to the College of Architecture and Planning at the University.

REPORTS OF BOARD COMMITTEES

Programs Committee

Chair Jardine asked President Albrecht to introduce his new Provost. President Albrecht introduced Dr. Raymond Coward, who came to USU from Pennsylvania State. Chair Jardine announced that Donna Dillingham-Evans had been appointed Academic Vice President at Dixie State College. She had been serving as Interim Vice President for the past few months.

Southern Utah University – Master of Science Degree in Forensic Science (Tab A). Chair Jardine said this proposal had been reviewed and approved by the Program Review Committee, who had forwarded it to the Regents for approval. This particular proposal arose out of discussions with UVSC about higher education responses to homeland security following 9/11. The University is taking an interdisciplinary approach, with contributions from a number of faculty and several departments. Emphasis options will be offered in Forensic Biology, Forensic Chemistry, CyberForensics, Forensic Accounting, Forensic Psychology, and Criminalistics. There is a growing demand for this profession. President Bennion said the program does not presently exist in any other USHE institution. **Chair Jardine moved approval of SUU's Master of Science Degree program in Forensic Science. Regent Beesley seconded the motion, which carried.**

Utah Valley State College – Bachelor of Arts and Bachelor of Science Degrees in Political Science (Tab B). Chair Jardine said this proposal had been under discussion for several years. College officials view Political Science as an appropriate addition of their full portfolio of four-year degrees. Searches are currently under way to fill three faculty positions in this department. President Sederburg said many years of work had gone into this degree program. He noted that he currently teaches a Political Science class of 25 students. Of that group, 20 have expressed interest in a Political Science major. **Chair Jardine moved approval of the Commissioner's request for UVSC's BA and BS Degrees in Political Science, including two- and three-year reports that include enrollment, graduation, and faculty. Regent Reid seconded the motion, which carried.**

Programs Committee Consent Calendar (Tab C). **On motion by Chair Jardine and second by Regent Beesley, the following items were approved on the Programs Committee's Consent Calendar:**

- A. Utah State University – Elimination of Stand-alone Teaching Majors in the College of Humanities, Arts, and Social Sciences
- B. Utah College of Applied Technology – Fast-track Approval
  - 1. Davis ATC – Certificate of Proficiency in Restaurant and Hospitality
  - 2. Ogden-Weber ATC – Certificate of Proficiency in Interior Design Drafting

Programs Committee Information Calendar (Tab D). Chair Jardine said the items on the Information Calendar were self-explanatory. He offered to respond to questions, but none were raised.

University of Utah – Institutional Review Summary, Department of Exercise and Sports Science (Tab E). Chair Jardine reported that the dean of the department had made an excellent report to the committee. He referred to the recommendations on page 3 of the Commissioner's letter and commented that the need for additional funding is always the top recommendation by outside reviewers. He called attention to the second recommendation for a mentoring of junior faculty by senior faculty. The committee discussed what is being done at the various institutions and recommended that the CAOs discuss mentoring programs at all of the institutions and find a way to incorporate best practices into those programs.

UHEAA – Tracking High School Seniors and College Freshmen via the National Student Clearing House (Tab F). Chair Jardine introduced Dave Feitz, Associate Executive Director for UHEAA, and asked him to report on this item. Mr. Feitz said UHEAA had entered into a partnership with the National Student Clearing House for a new research tool which allows for tracking of students through high school and college. Through the StudentTracker, high schools can track where their students went on to college. Colleges and universities can also track where their students go when they leave their institutions to attend another school. Student Tracker is sponsored by UHEAA for all Utah high schools, USHE colleges and universities and other private, non-profit institutions. Private, for-profit institutions are not included. Mr. Feitz said UHEAA became interested in the program because students who do not complete their college education become candidates for defaulting on their student loans. Data can be sorted by gender, ethnicity, year of high school graduation, etc. Institutional research staff are very interested in this data because it can show them if students who leave their schools attain a degree at another institution. UHEAA officials have negotiated a \$50,000 price for the entire state, and the program is being made available to all of the high schools, colleges and universities at no cost.

Chair Karras asked if the program could be used to track employment after a student leaves school. Regent Grant asked about compliance with privacy laws and regulations. Regent Holbrook asked if the program could track the length of time it takes a student to attain a degree or diploma. Regent Jordan asked about

comparative analysis, i.e., does it give institutions the opportunity for peer comparisons, or comparisons with other states?

Report on K-16 Alliance Meeting. Commissioner Kendell said he had recently read a paper written by Utah's first Commissioner of Higher Education, G. Homer Durham. Reading some of the challenges Commissioner Durham faced reminded Commissioner Kendell of the rocky, sometimes non-existent relationship that has existed between the State Board of Regents (SBR) and the State Board of Education (SBE) through the years. The relationship between the two boards is now very good. Public education and higher education are working together, through the K-16 Alliance, to develop a seamless K-16 system.

Commissioner Kendell referred to the handout in the Regents' folders about the inaugural meeting of the Alliance on December 20, 2005. The Alliance developed a schedule for 2006 and set the following goals: Work together to communicate the need and value of education, and develop initiatives to (a) promote and support the Regents' Award, (b) Develop teacher education initiatives to infuse programs with strong linkages and services for K-12, (c) develop cooperative and coordinated remediation efforts, (d) facilitate the concurrent enrollment program, (e) increase retention at all levels, (f) coordinate high school and college testing, and (g) coordinate alignment of K-16 course content.

The Commissioner pointed out that the State of Utah will be faced with enormous enrollment growth in the next decade. In its most recent meeting, the Legislative Higher Education Appropriations Subcommittee discussed the need for teachers and strongly recommended a Teacher Education Initiative. The Alliance also discussed the Regents' Diploma/Award. Although planning is still in the early stages, there was positive support from the State Board of Education. A very rigorous curriculum in high school will enable students to do better in higher education institutions and in the workplace. The Alliance also discussed concurrent enrollment. All in all, it was a very good start.

Regents' Diploma/Award. Commissioner Kendell reported that he had made a presentation on the Regents' Award to the State Board of Education, and that members were generally supportive. They had a number of questions but most comments were positive. Some concerns were raised that this might be a way to mandate increased requirements (which it is not) or a European-type tracking system (which it is not). Simply, many students are choosing courses which do not adequately prepare them for college. He asked Regent Beesley, who sits on the State Board of Education, to comment.

Regent Beesley said the meeting at which the Regents' Award was discussed also resulted in the SBE approving two diplomas for high school graduation. Both would certify that the student had completed required course work for graduation from high school. However, one diploma would read "Completed UBISCT" (Utah Basic Skills Competency Test), and the other would read "Completed without passing [specific sections] UBISCT." Regent Beesley complimented Commissioner Kendell for laying the groundwork well for the Regents' Award. A concern was raised in the SBE meeting about funding for the scholarships. She said the discussion underscored the need to be careful explaining this program, so it is not misunderstood. Utah should have a diploma representing that a student was prepared to be successful in college or work. There is a common perception that a high school diploma equals college readiness, and this is not necessarily the case.

Vice Chair Pitcher thanked Chair Jardine for his report.

USHE – Approving Resolution, SBR Student Loan Revenue Bonds, Series 2006BB and 2006CC (Tab G). Chair Atkin explained that UHEAA purchases student loans from banks and manages repayment. The bonds under consideration represent about six months of bonding. About half of the new student loans for this period of time will be financed with \$200 million of repayments, and about half from \$200 million from new bonding. Half are taxable bonds and half are tax-exempt bonds. He explained that the federal government limits the number of tax-exempt bonds that can be issued each year. UHEAA's portfolio is split about equally between taxable and tax-exempt bonds. The federal government also guarantees the interest rate as well as the principal. Utah has very low default rates on its student loans. **On motion by Chair Atkin and second by Regent Grant, the Regents adopted the resolution with the following vote:**

YEA:

Jerry C. Atkin  
Bonnie Jean Beesley  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
David J. Jordan  
Nolan E. Karras  
Gaby Kingery  
Jed H. Pitcher  
Josh Reid

NAY:

[None]

Proposed Policy R992, Information and Technology Resource Security (Tab H). Chair Atkin explained that the proposed policy would apply to all employees of the Commissioner's Office and UHEAA. The new policy is needed to comply with requirements of the lending institutions with whom the System does business, to guarantee security of student records and other sensitive information. The committee recommended that institutions review their policies to ensure they are in compliance. Commissioner Kendell said security is becoming an increasing issue. The Board of Regents Building is undergoing changes to make the building more secure. Background checks will now be done on all OCHE and UHEAA employees. The Commissioner reported that he had met with all staff to explain the process and the need for the heightened security and background checks. Regent Jordan recommended provision in the policy for periodic security audits and compliance. **Chair Atkin moved approval of Policy R992. Regent Jensen seconded the motion, which carried.**

Salt Lake Community College – Campus Master Plan (Tab I). Chair Atkin noted SLCC has 14 locations and five primary campuses. There have been no changes since the plan was last approved. **Chair Atkin moved approval of SLCC's Campus Master Plan. The motion was seconded by Regent Holbrook and carried.**

Finance Committee Consent Calendar (Tab J). Chair Atkin said updated Discretionary Funds Report was in the Regents' folders. **On motion by Chair Atkin and second by Regent Jensen, the following items were approved on the committee's Consent Calendar:**

- A. OCHE – Discretionary Funds Report
- B. University of Utah – Sale of Donated Property

Response and Plan for Actuarial Review, Legislative Auditor's Report on Post-Retirement Benefits (Tab K). Chair Atkin said there is a question about the richness of the System's post-retirement benefits. Early retirement is done as an exception on an institutional basis. An actuarial study will be completed by late spring. About one-third of USHE employees participate in the State Retirement Plan, and the remainder participate in TIAA-Cref. Chair Karras remarked that many companies are moving away from a defined benefit policy toward an employee contribution policy. With the "baby boomers" approaching retirement age, it has become a national concern.

Commissioner Kendell said he has a very productive working relationship with the Legislative Auditor. The audit report was discussed by the Higher Education Appropriations Subcommittee earlier in the week. The Commissioner and his staff have been engaged with the Auditor and his staff about the assumptions in the report. They are sharing information and hope to come to consensus. Higher education wants to be treated fairly but as a different entity than public education. The systems are different, and the contributions are different. The System will comply with the Auditor's request for an actuarial study.

Vice Chair Pitcher thanked Chair Atkin for his report.

#### General Consent Calendar

**On motion by Regent Jardine and second by Chair Karras, the following items were approved on the Regents' General Consent Calendar (Tab L):**

- A. Minutes – Minutes of the Regular Meeting of the State Board of Regents held December 9, 2005, at the University of Utah, Salt Lake City, Utah
- B. Grant Proposals – On file in the Commissioner's Office
- C. Grant Awards  
Utah State University – NASA Jet Propulsion Laboratory; "Wide-field Infra-red Survey Explorer (WISE);" \$1,800,000. Scott Schick, Principal Investigator.

#### Report of the Commissioner

Legislative Update. Commissioner Kendell asked Associate Commissioner Dave Buhler to give a progress report on the first week of the 2006 Legislative Session. Associate Commissioner Buhler distributed the 2006-07 Operating Budget Comparisons (Tax Funds Only), showing the Regents', Governor's and Legislative Fiscal Analyst's (LFA) recommendations in parallel columns. The Legislature has not yet determined the level of compensation for state employees. Higher education officials have stressed the need to be treated equally with other state employees. The Higher Education Appropriations Subcommittee will be meeting on Mondays, Wednesdays and Thursdays throughout the Session. A meeting schedule, including the agenda for each meeting, was distributed. The big issue before the Legislature this year is the proposed tax cut and the amount of that tax cut. Debate continues between the Governor, House and Senate.

Associate Commissioner Buhler said he and the institutional legislative representatives are tracking approximately 20 bills. He thanked the legislative representatives and introduced Jason Matthews, legislative intern for the Commissioner's Office. Dave will e-mail weekly summaries to the Regents and Presidents each Monday throughout the Session, reporting the previous week's progress and bills being tracked. He reminded everyone of the Higher Education on the Hill Luncheon which is scheduled for Friday, February 10, and asked the Regents and Presidents to mark that date on their calendars. Regents, Presidents, student body leaders, and institutional trustee chairs will be invited. The luncheon will be held in the State Office Building Auditorium.

Messaging Strategy, "A State of Mind" (Tab M). Commissioner Kendell showed a PowerPoint presentation entitled "A State of Mind," and gave a brief overview of the need to invest in higher education. Regent Jordan asked the Commissioner to e-mail the presentation to the Regents and Presidents. The Commissioner urged them to use whatever slides were appropriate in talking with legislators, neighbors and others.

Utah Educational Savings Plan (UESP). Commissioner Kendell encouraged all Utahns to get involved in the Utah Educational Savings Plan and save for their children's and grandchildren's college education. UESP had the best day in its history this past week; over \$5 million was invested in one single day.

Notable Accomplishments. Commissioner Kendell referred to the Highlights of Notable Accomplishments in USHE, which was in the Regents' folders. He briefly reviewed the achievements of each institution and recommended that the Regents read the report in more detail.

### Report of the Chair

Chair Karras said he had been watching the Legislature with concern. He understands the need to remove sales tax from food and to adjust income tax rates. All are worthy of debate. He recalled the presentation on the need for tax reform which Dr. Gary Cornia made to the Regents in October, especially the growing gap between yield from tax dollars and the ability to fund our increasing enrollment growth. Utah is facing some interesting challenges. Chair Karras expressed his concern that the short-term advantages of a tax cut may outweigh the long-term benefit for the State. He suggested that the rallying cry for those who care about education is that, to get through this, we must educate our children and grandchildren. He encouraged those present to write a guest editorial or letter to the editor of their local newspaper, and/or to call their own legislators to express these concerns. We cannot continue to balance the System on the backs of the students.

Vice Chair Pitcher said President Bioteau's inauguration would be held on April 10. He announced the times for the various inaugural events and encouraged the Regents and Presidents to put this date on their calendars.

### Salt Lake Community College Presentation on ATE/CTE Programs

Regent Pitcher asked Commissioner Kendell to introduce the subject of the luncheon presentation. Commissioner Kendell said he had asked President Bioteau to talk to the Regents about Salt Lake Community College, outlining the role and mission of a comprehensive community college.

Through the years, the terminology has changed from “vocational education” to “applied technology education” to “career and technical education.” This training begins early – in junior high or high school. These classes prepare students for UCAT, college, or the workforce. When it became apparent that the high schools could no longer meet the entire need for vocational education, the regional vocational training schools were established, which attracted secondary students as well as adult students. Late, in 2001, the Utah Legislature created the Utah College of Applied Technology. UCAT has nine campuses. Some of the UCAT campuses are relatively small, while others are well established with large campuses. Typically, UCAT is in communities where there are other higher education institutions. In some cases, UCAT colleges work side-by-side with the comprehensive community colleges. That has given rise to concern, in some communities, about interaction between the two higher education institutions. The USHE Master Plan for Vocational Education, written in 1984, addressed some of the same issues with which Utah is dealing today.

President Bioteau said it is important to maintain a comprehensive community college in every area of the country. Salt Lake Community College is one of the best comprehensive community colleges in the nation. The College cares about and is committed to remaining a comprehensive community college. Community colleges offer opportunities for young adults, seniors, and others to drop in and drop out. Students can get their general education courses at SLCC and then transfer to a four-year institution. President Bioteau commended the Commissioner’s Academic Affairs staff and the CAOs for ensuring a seamless articulation process. She noted that 31% of SLCC graduates seamlessly transfer to the University of Utah.

Dr. Bioteau said she works closely with President White and Linda Fife, Salt Lake-Tooele ATC Campus President, and their respective faculty and staff to ensure that vocational training needs are met in the Salt Lake Valley. SLCC and UCAT are working together to enable students to articulate from a UCAT campus to Salt Lake Community College. Students do not come to the Skills Center for an academic degree but for skills training.

Another important role of a community college is corporate training, to build workforce and economic development. Much of this is done at SLCC’s Larry H. Miller Campus. Custom Fit allows the College to tailor training to the needs of the particular business or industry.

President Bioteau explained the difference between applied technology education (ATE) and career and technical education (CTE). ATE refers to non-credit programs, while CTE applies to credit programs, or preparation for work with associate degrees.

SLCC’s Aviation Maintenance Program was a finalist for the prestigious Bellwether Award. Bellwether Awards are given to colleges with outstanding and innovative programs or practices and are focused on cutting-edge, trend-setting programs that other colleges might find worthy of replicating. Eight students are currently enrolled in SLCC’s Aviation Maintenance Program. President Bioteau said she was pleased with the College’s partnerships with local high schools, as well as an articulation agreement with Weber State University. She showed a DVD about the Aviation Maintenance Program. Regent Holbrook pointed out that the Utah Air Travel Commission had facilitated the donation of jet engines to the program.

Chair Karras asked President Bioteau about partnerships between SLCC and UCAT. President Bioteau said she had met with President Fife soon after her arrival in Salt Lake City to determine what the two institutions shared in common. Articulation agreements have been made in Telecommunication, HVAC, and Heavy Diesel Mechanics. Students proving competencies at SLTATC are accepted into the SLCC programs. The faculty at both institutions are deeply committed to providing quality education.

President Bioteau thanked the Regents for meeting at Salt Lake Community College.

Adjournment

The meeting was adjourned at 1:15 p.m.

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Joyce Cottrell CPS

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Date Approved

MINUTES OF MEETING  
STATE BOARD OF REGENTS EXECUTIVE COMMITTEE  
February 7, 2006

The Executive Committee of the State Board of Regents met on February 7, 2006. Chair Nolan Karras called the meeting to order at 12:00 noon. He excused Regents Atkin and Jardine. In attendance were:

Regents

Nolan E. Karras, Chair  
Jed H. Pitcher, Vice Chair  
Daryl C. Barrett  
David J. Jordan

Commissioner's Office

Richard E. Kendell, Commissioner of Higher Education  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
Mark H. Spencer, Associate Commissioner for Finance and Facilities

University of Utah

Dr. A. Lorris Betz, Senior Vice President for Health Sciences  
Gordon Crabtree, Interim CEO, University of Utah Hospital and Clinics (UUHC)  
Dan Lundergan, Executive Director, University Hospital  
Kim Wirthlin, Vice President for Government Relations

Other

Kelly Murdock, Wells Fargo Public Finance

Media

Paul Beebe, *Salt Lake Tribune*  
Erin Stewart, *Deseret Morning News*

Chair Karras asked Dr. Betz to introduce the purpose of the meeting. Dr. Betz thanked the Regents for meeting on such short notice to consider the acceleration of the University Hospital Expansion. The long-term plan was to add another wing to the Eccles Critical Care Pavilion. Last year the University received approval from the Regents and Legislature for \$42 million bonding authority for the West Pavilion. It has become apparent that the scope of the project must be expanded – to meet increasing needs for additional beds, and also to accomplish in some logistical sequence other parts of the project which had originally been planned for the future. Because of the construction climate, the University hopes to receive legislative approval in the current session. The Executive Committee of the University of Utah Board of Trustees has approved the expansion, and it was presented to the Legislative Capital Facilities Appropriations Subcommittee on February 6. Dr. Betz asked Mr. Crabtree to explain what was being requested of the Regents in this meeting.

Prior to his explanation of the project, Mr. Crabtree announced that funeral services for Rick Fullmer, the former CEO of the University Hospital, would be held at noon Friday, February 10, in Bountiful. Mr. Fullmer's family is doing well and is very appreciative of the recognition extended to Rick because of his 30 years with the University.

Mr. Crabtree referred to a slide presentation for the non-state funded project. Since the project will be funded with private donations and clinical revenues, no State O&M will be requested.

Mr. Lundergan explained that medical-surgical bed capacity at the hospital has been maximized. Overflow is diverted to other area hospitals, including other states, if necessary. Elective cases are delayed or canceled due to lack of available beds. The new west wing will include 135 to 150 patient rooms. Original designs called for construction of the west wing in 2007, along with the addition of two more levels to the Eccles Pavilion. However, waiting another year will be very costly due to increases in construction costs and the increases in interest rates. The new plan is to issue revenue bonds in 2006 for the additional two levels atop the Eccles Pavilion, with construction of the west wing delayed until 2007-2009. Total budget for the project is estimated at \$120 million, with \$90 million coming from revenue bonds and the remaining \$30 million from private donations and hospital funds. The \$90 million results from two authorizations – the first for \$42 million already approved and a second of \$48 million presently proposed.

Regents asked about the University's bonding capacity. Mr. Murdock said the hospital's debt levels are historically very manageable. The University has always been viewed as being conservative on the issuance of their debt. However, this would put the University of Utah at maximum bonding debt capacity. Nationally, older hospitals are expanding and/or upgrading their existing facilities. Although this will maximize the University's debt capacity, the bonds will be insured so they will be rated AAA.

Mr. Crabtree referred to Slide 11 of the presentation (attached) and said the break-even margin to service the debt incurred by the bonds is 25-30 of the new beds. The project is being driven as much by the need to add beds as the need to remain competitive with the commercial market. All of the new hospitals built within the last decade contain only private rooms. The University Hospital still contains 65 semi-private rooms. Vice President Wirthlin pointed out that the University Hospital is one of only three trauma centers in Utah.

Chair Karras asked if the Hospital Board had reviewed all of the "little details" of the project. Mr. Crabtree said each month all of the issues are brought to the Hospital Board as well as to the University Board of Trustees. The strategy and numbers for this project were set in place last September. Dr. Betz added detailed analyses are done by the University Hospital Board Finance Committee. They looked at this in considerable detail. This particular project was the subject of considerable discussion during the February Board of Trustees meeting.

Chair Karras said the Regents were not aware that University officials had approached the Legislature. If this project receives legislative approval, there will be time before the bonds are issued to bring this to the full Board of Regents for approval. Associate Commissioner Spencer clarified that the legislature will not include this project in their bonding bill unless they have the Regents' approval. Vice President Wirthlin clarified that \$48 million will be added to the existing bond. The Capital Facilities Appropriations Subcommittee voted to approve the project, with the understanding that the Regents must approve and issue the bonds.

Dr. Betz gave his personal promise that the Regents will have ample opportunity to review the request before bonds are issued.

Commissioner Kendell noted that typically, non-state funded projects are presented to the Regents for approval. He recommended that the Executive Committee authorize the additional bonding, with the understanding that Dr. Betz will provide a financial update before the bonds are actually issued. However, if the Legislature is going to approve this project now, endorsement is required by the Regents. Such authorization can be done by the Executive Committee. He noted that some donors have agreed to give generously to this project.

Mr. Murdock assured the Regents that they hold absolute control on the issuance of bonds. The selection of underwriters, process of documentation, etc., is open and transparent to the Board through Associate Commissioner Spencer.

Regent Jordan asked how this had become an emergency over the past two weeks. Mr. Crabtree said when Hospital officials met with the construction manager to fine-tune all of the data regarding costs, plans, etc., his report included a caveat that he could not guarantee the price for next year. Hospital officials did not think it was worth the risk to wait. Dr. Betz said it was important to add the extra two floors to the Eccles Pavilion at this point in its construction. The total project cost includes \$8 to \$10 million to improve and increase parking capacity.

Vice Chair Pitcher asked if the hospital was at capacity. Mr. Crabtree said it was at 80% capacity, with some units at 90% capacity. Unfunded or Medicare patients fill many of the beds. Mr. Lundergan pointed out that pushing the capacity limit presents many safety issues. Occupancy levels should remain consistent, preferably below 83%, to ensure optimal efficiency. Dr. Betz noted that the Huntsman Cancer Hospital opened 18 months ago with 50 new beds, but it was staffed for only 35 beds. Those 35 beds were fully occupied within the first month. It took some time to get the additional staff required for the full 50 beds.

Regent Jordan asked if maximizing the University's bonding capacity for this project would put future projects at risk. Dr. Betz said bonds for the hospital expansion would be paid from clinical revenue for patients. Hospital officials are looking at alternative ways to accomplish their needs without becoming a drain on the hospital's profit margin. The Huntsman Cancer Hospital will need to be expanded at some future date. Other future projects include a rehab facility, conversion of the Moran Eye Center into a neuroscience center (with donor money and internal reserves). One of the reasons this expansion is the hospital's highest priority is because if more beds are added, it gives the hospital the capacity to service additional debt.

**Regent Jordan moved approval of the University's request to increase the amount of revenue bonds by \$48 million for the Expansion of the West Wing of the Hospital. Vice Chair Pitcher seconded the motion, which was adopted by the following vote:**

AYE: Nolan E. Karras, Chair  
Jed H. Pitcher, Vice Chair  
Daryl C. Barrett  
David J. Jordan

NAY: (None)

Chair Karras requested a report which includes answers to the "tough questions" such as market, contingency plans, etc. for subsequent review and approval by the full Board of Regents. Regent Jordan asked that Slide 11 be updated and included when the bonds are presented to the Board for approval. Mr. Murdock said the rating agency analysts would be on campus to investigate and be assured of due diligence.

Mr. Crabtree remarked that health systems have a life cycle. There are times when an upgrade is absolutely necessary; this is that time. Chair Karras asked if the prices were fixed or if this was still an estimate. Mr. Lundergan said it was still an estimate, but he is trying to solidify prices with the contractor.

Commissioner Kendell said the Board will receive an update on market rating, donor funds, etc., before the bonds are issued. Regent Jordan asked that market sensitivities, construction costs, Medicare/Medicaid reimbursement sensitivities, etc. be included in the report presented to the Board. The Regents need to see the interplay of all the factors that could affect the revenue. Dr. Betz suggested that the follow-up report be presented to the Board in May or June, 2006.

Chair Karras thanked everyone for their participation. The meeting was adjourned at 1:00 p.m.

Joyce Cottrell CPS  
Executive Secretary

Attachments