

AGENDA

MEETING OF THE UTAH STATE BOARD OF REGENTS

September 15, 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**

STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS BUILDING, SALT LAKE CITY, UTAH
SEPTEMBER 15, 2006
Agenda

9:00 a.m. - COMMITTEE OF THE WHOLE
9:15 a.m. Welcome and Overview
Large Board Room, Lobby Level

9:15 a.m. - MEETINGS OF BOARD COMMITTEES
10:45 a.m.

Academic (Programs) Committee
Commissioner's Board Room – 5th Floor

ACTION:

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|--------------------------------------------------------------------------------------------------------|-------|
| 1. University of Utah – Bachelor of Arts Degree and Minor in Comparative Literary and Cultural Studies | Tab A |
| 2. College of Eastern Utah and Southeast Applied Technology College Collaboration Study | Tab B |
| 3. New Century Scholarship – Proposed Policy Revision | Tab C |

CONSENT:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------|-------|
| 4. Consent Calendar, Programs Committee | Tab D |
| A. University of Utah – Asia Center | |
| B. Utah State University – Master of Science Degree: Plan C (Coursework only), Department Of Engineering and Technology Education | |
| C. Utah College of Applied Technology – Automotive Technology Certificate of Completion | |

INFORMATION:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------|-------|
| 5. Information Calendar, Programs Committee | Tab E |
| A. University of Utah | |
| i. Interdisciplinary Minor in Arts and Technology | |
| ii. Reorganization of Geology and Geophysics Majors | |
| B. Utah State University | |
| i. Name Change for Liberal Arts Program | |
| ii. ECE Specializations in Master of Engineering Degree | |
| C. Southern Utah University | |
| i. Bachelor of Fine Arts Degree in Photography/Digital Design Emphasis | |
| ii. Discontinue Automotive Technology Program | |
| iii. Minors in Secondary Art Education, Ceramics/Sculpture, Illustration and Painting/ Drawing/Printmaking | |
| D. Dixie State College – Name Changes of Academic Units | |
| E. Salt Lake Community College – Biomedical Equipment Emphasis in Associate of Applied Science Degree in Electronic Technology | |
| F. Programs Under Consideration/Development | |
| 6. New Century Scholarship – Math and Science Curriculum Delivery | Tab F |

7. University of Utah – Graduate Council Reviews Tab G

Finance and Facilities Committee

Large Board Room, Lobby Level

ACTION:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1. University of Utah – 2006-2007 Budget for University Hospitals and Clinics | Tab H |
| 2. University of Utah – Approving Resolution, University of Utah Hospital Revenue Bonds, Series 2006A and Variable-rate Hospital Revenue Bonds, Series 2006B | Tab I |

CONSENT:

- | | |
|---------------------------------------------------------|-------|
| 3. Consent Calendar, Finance Committee | Tab J |
| A. UofU and USU – Capital Facilities Delegation Reports | |

INFORMATION/DISCUSSION:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------|-------|
| 4. USHE – Preliminary Draft, Estimated Operating Budget Request Summary (Tax Funds Only) FY 2007-2008 and Supplemental FY 2006-2007 | Tab K |
| 5. USHE – Information Technology Strategic Plan | Tab L |
| 6. Southern Utah University – Follow-up Report on Property Purchase | Tab M |
| 7. Salt Lake Community College – Sale of Main Street Center | Tab N |
| 8. UESP – Federal Action on Permanency of Tax-exempt Status for 529 College Savings Plans | Tab O |

Strategic Planning and Communications Committee

Small Board Room, Lobby Level

ACTION:

- | | |
|-------------------------------------------|-------|
| 1. Review and Affirm Strategic Directions | Tab P |
| 2. USHE Messaging and Logo | Tab Q |

INFORMATION:

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| 3. Utah Scholars Update | Tab R |
| 4. Discussion of “Measuring Utah Higher Education Annual Report” | Tab S |
| 5. Legislative Update | Tab T |

11:00 a.m. -

12:00 noon

COMMITTEE OF THE WHOLE

Large Board Room, Lobby Level

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|-------------------------------------------|-------|
| 1. Resolution in Memory of Kermit L. Hall | |
| 2. Resolution in Memory of Afton Bradshaw | |
| 3. Reports of Board Committees | |
| 4. General Consent Calendar | Tab U |
| 5. Report of the Chair | |
| 6. Report of the Commissioner | |

12:00 noon -

LUNCHEON MEETINGS

1:30 p.m.

Executive Session Meeting – State Board of Regents
4th Floor Executive Conference Room

Business Officers
EdNet Room – 5th Floor

Chief Academic Officers
Commissioner’s Board Room – 5th Floor

Legislative Representatives
Small Board Room – 5th Floor

Others
Small Board Room, Lobby Level

1:30 p.m. -
4:00 p.m.

COMMITTEE OF THE WHOLE

Institutional Presentations
(Board of Regents – No Building Board)
Large Board Room – Lobby Level

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|-------------------------------------------------------------|-------|
| 1. Institutional Capital Development Projects for 2007-2008 | Tab V |
| 2. “Other Funds” Capital Development Projects for 2007-2008 | Tab W |

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.

September 7, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah - Bachelor of Arts Degree and Minor in Comparative Literary and Cultural Studies – Action Item

Issue

The University of Utah requests the establishment of a Bachelor of Arts Degree and Minor in Comparative Literary and Cultural Studies to be housed in the Department of Languages and Literature which will be offered as soon as approved.

Background

The Comparative Literary and Cultural Studies Major/Minor will allow students to study and compare multiple non-Anglophone literatures and cultures within the framework of a single degree. The proposed program allows students to integrate their study of multiple languages and literatures and stresses the points of contact and divergence between the students' chosen areas without requiring them to complete double majors. In addition to providing students with the tools to interpret literatures individually and in comparison with each other, the Major/Minor will develop students' skills in critical thinking, cross-cultural analysis, and close reading of diverse sign systems overall. These skills are crucial not only to more advanced work in literature-related academic fields, but also to intelligent and humanely responsible action in an increasingly complex, increasingly globalizing world. Students will explore themes across cultures and time periods, compare national literatures and cultures, learn and apply international literary and cultural theories, and analyze diverse texts and signifying practices (literary, filmic, visual, musical, cultural-discursive) produced in multiple cultural spheres.

The proposed program already has a structure within the Department of Language and Literature. Faculty are already in place, and a committee to oversee the program will provide academic advising. The proposed program does not require a separate budget as it creatively packages already-existing courses.

Policy Issues

The Chief Academic Officers reviewed the proposed program and were in full support. All questions were answered.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request by the University of Utah to offer a Bachelor of Arts Degree, and Minor, in Comparative Literary and Cultural Studies.

Richard E. Kendell, Commissioner

REK/PCS
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer the Bachelor of Arts Degree, and Minor, in Comparative Literary
And Cultural Students

Effective upon Approval

University of Utah

Prepared for
Richard E. Kendell
By
Phyllis C. Safman

September 6, 2006

SECTION I

The Request

This proposal requests the establishment of a Bachelor of Arts Degree, and Minor, in Comparative Literary and Cultural Studies to be housed in the Department of Languages and Literature, starting upon approval.

Section II: Program Description:

The Comparative Literary and Cultural Studies Major/Minor will allow students to study and compare multiple non-Anglophone literatures and cultures within the framework of a single degree. Building on a firm basis of: (a) upper-division course work in one or two non-Anglophone languages and literatures (taught in the original language), and (b) a core group of rigorous theory and methodology courses in Comparative Literary and Cultural Studies (taught in English), students will explore themes across cultures and time periods, compare national literatures and cultures, learn and apply international literary and cultural theories, and analyze diverse texts and signifying practices (literary, filmic, visual, musical, cultural-discursive) produced in multiple cultural spheres.

Purpose of Degree

The Comparative Literary and Cultural Studies Major/Minor will allow students to integrate their study of multiple languages and literatures into a single degree that stresses the points of contact and divergence between the students' chosen areas. In addition to providing students with the tools to interpret literatures individually and in comparison to each other, the Major/Minor will also develop students' skills in critical thinking, cross-cultural analysis, and close reading of diverse sign systems overall. These skills are crucial not only to more advanced work in literature-related academic fields, but also to intelligent and humanely responsible action in an increasingly complex, increasingly globalizing world. Through pursuit of this degree, students will gain not only foundational knowledge for their future studies and careers, but also insights that will help them become more thoughtful, perceptive, and ethically responsible world citizens.

Institutional Readiness

The Comparative Literary and Cultural Studies Major/Minor will have little impact on the Department of Languages and Literature in terms of its administrative structure. A Comparative Literature Section facilitated by a section head, eighteen regular, and two auxiliary faculty members, all of whom currently offer courses with a significant comparative component, is already in place as an administrative unit within the Department. This committee will provide academic advising for the Major/Minor and will be able to staff needed courses without undue strain on individual language areas (most of the courses for the Major/Minor are already being taught). No additional financial resources are sought for hiring new faculty; rather, existing lines will be reoriented with a Comparative Literary and Cultural Studies emphasis as they become available. The Major/Minor requires neither additional physical facilities nor additional funding from the Department or University; consequently, no new budget is necessary. Structurally, since the Department awards all its degrees as degrees in specific language areas, not as general degrees with particular emphases (e.g., "BA in French," not "BA in Languages and Literature with French

Emphasis”), the Major/Minor in Comparative Literary and Cultural Studies would constitute a new degree track offered by the Department.

Faculty

The courses that will constitute the Comparative Literary and Cultural Studies Major/Minor are already being taught by qualified professors in the Department of Languages and Literature, most of whom are in the vanguard of publishing scholars in their field. All are experts in the language, literature, and culture of their area of specialization. Therefore, no new faculty members need to be hired, nor will current faculty members need to undertake additional training in order to support the proposed program. The following eighteen tenured or tenure-track professors in the Department, drawn from the specialized language areas of Arabic, Chinese, French, German, Greek, Latin, Persian, Russian, and Spanish, teach the courses that will make up the Major/Minor:

Mushira Eid (Professor, Arabic)
Margaret Wan (Assistant Professor, Chinese)
Fusheng Wu (Associate Professor, Chinese)
Erin O’Connell (Assistant Professor, Classics)
Karin Baumgartner (Assistant Professor, German)
Joseph Metz (Assistant Professor, German)
Maria Dobozy (Professor, German)
Gerhard Knapp (Professor, German)
Wolf von Schmidt (Professor, German)
Therese De Raedt (Assistant Professor, French)
Christine Jones (Assistant Professor, French)
Jerry Root (Associate Professor, French)
Esther Rashkin (Professor, French)
Soheila Amirsoleimani (Associate Professor, Persian)
Jane Hacking (Associate Professor, Russian)
Eric Laursen (Associate Professor, Russian)
Gene Fitzgerald (Professor, Russian)
Gema Guevara (Assistant Professor, Spanish)

In addition, two long-term auxiliary faculty members (Margaret Toscano, Classics; Muriel Schmid, French) teach courses for the proposed degrees.

More than half of the above faculty members currently teach courses with a significant Cultural Studies component. These include, among others: Eid, gender rhetoric in obituaries; Wan, class-based production of audiences; Metz, internal colonialism, gender, and the body; Dobozy, medieval oral performance; Knapp, cinema; De Raedt, visual culture and representations of ethnic Otherness; Jones, theatre, philosophy, and public ceremony; Rashkin, pop culture and psychoanalysis; Guevara, postcolonialism, race, and whiteness studies.

Program Requirements for the Major

Two options exist within the Major, Option A and Option B. Students are encouraged to pursue Option B whenever possible.

-- **Option A:** 40 credit hours total. 31 hours of course work offered under the "C Lit" catalogue designation (this includes the capstone) plus three upper-division courses in a single language area within the Department of Languages and Literature.

-- **Option B:** 40 credit hours total. 25 hours of course work offered under the "C Lit" catalogue designation (this includes the capstone) plus five upper division courses in two different language areas within the Department of Languages and Literature (three courses in primary language area, two in secondary area).

Option A Requirements:

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|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. World Literature and Culture (C Lit 2010, already staffed): | Introduction to Literary and Cultural Studies. What is a text? Under what ideological, institutional, and discursive conditions are meanings produced? |
| 2. What is Literature? (C Lit 3600, already staffed): | Introduction to major genres, tropes, periods, close readings |
| 3. Current Trends in Critical Thinking (C Lit 3610): | Introduction to literary / cultural theory and to the theory and methodology of Comparative Literature |
| 4. Comparative World Lit and Civ (C Lit 3670, already staffed): | In-depth case study of a comparative topic, such as "Paris, Berlin, and New York in Modernism and Postmodernism: Literature and Film." |

(Note: 3670 May be taken twice for major credit if topic differs)

5. Capstone: Written project in final year of study (C Lit 4990, 1 credit)
6. Six electives under the "C Lit" catalogue number at the 3000 and 4000 level (five if C Lit 3670 has been taken twice for major credit). Students should have no problem fulfilling the elective requirement: In the two-year period 2002-2003 and 2003-2004 there were 17 different classes other than 3670 offered at the 3000 and 4000 levels. Taught in English, but students are encouraged to read works in the original languages wherever possible.
7. Three upper division courses in one language area of Dept. of Languages and Literature (classes offered in the original languages).

Option B Requirements:

1 through 5 as in Option A above.

6. Four electives under the "C Lit" catalogue number at the 3000 and 4000 level (three if C Lit 3670 has been taken twice for major credit). Taught in English, but students are encouraged to read works in the original languages wherever possible.

7. Five upper division courses in two different language areas of Dept. of Languages and Literature (three courses in primary language area; two courses in secondary language area; taught in original languages).

Program Requirements for the Minor

The Minor requires a total of 25 credit hours, taken according to one of the following two options:

Option A:

1. C Lit 2010
2. C Lit 3670 (to be taken only once)
3. Three electives at the 3000 or 4000 level offered under the "C Lit" catalogue number
4. Three classes at the upper level in a single language area within the Department of Languages and Literature

Option B:

- 1 and 2 as in Option A above.
3. Two electives at the 3000 or 4000 level offered under the "C Lit" catalogue number
4. Four classes at the upper level in two different language areas within the Department of Languages and Literature (two classes in one language area; two in the other)

Staff

The present departmental staff is sufficient.

Library and Information Resources

No new funds will be needed for library acquisitions. Holdings for each language program are already funded.

Admission Requirements

Either before declaring or during the process of completing their Major/Minor, students must reach a language proficiency level that allows them to complete the required number of upper-division language-area courses specified by their Option A or Option B track. Proficiency will be determined by the means already in place in the Department.

Student Advisement

The Section Head and members of the Comparative Literature faculty will advise students in the Major/Minor.

External Review and Accreditation

The 1997 external review of the Department of Languages and Literature suggested the formation of a Comparative Literature program at the undergraduate level. The Letter of Intent, out of which the current proposal grew, was reviewed by faculty members at Utah State University, Utah Valley State College, and Dixie State College. In response to their suggestions, the program has added the "Option B" Major and Minor track to enhance students' ability to do comparative work in several non-Anglophone languages. In addition, in response to the reviews, the current proposal further clarifies several elements already present in the original program design (faculty with cultural studies expertise, content of core "C Lit" methodology courses). There is no accrediting body for this area of study.

Projected Enrollment

Enrollment is impossible to predict with accuracy. In light of the fact that the proposed Comparative Literary and Cultural Studies Major will require advanced knowledge of at least one non-English language and a relatively high number of credit hours (40) for completion, excessive enrollment numbers are not expected. However, currently (Spring 2006 semester), 1,269 students took a non-English language course at the 3000 level or above. The Department of Languages and Literature enrolled 254 majors in academic year 2004-2005; the English Department currently enrolls 466. Based on these numbers and on student interest, it is reasonable to expect that, once a degree in Comparative Literary and Cultural Studies is offered, a number of students currently majoring or who take the minor in a single language area, English, or related fields, as well as certain double majors, would switch to a Comparative Literary and Cultural Studies degree. In addition, for many students, the Comparative Literary and Cultural Studies degrees will serve to complement, as a second major or as a minor, a primary degree in another field, such as International Studies). With regard to projected enrollment numbers for the Comparative Literary and Cultural Studies Major/Minor, a comparison with programs that parallel the proposed Major/Minor's combination of integrative content and linguistic demands (such as Middle Eastern Studies, Asian Studies, and the less commonly taught languages within the Department of Languages and Literature) may prove helpful. In academic year 2005-06, Middle Eastern Studies enrolled 49 majors and 34 minors; Asian Studies enrolled one major and 16 minors; Russian, 18 majors and 11 minors; Chinese, 21 majors and 14 minors; Japanese, 26 majors and 12 minors; and Classics, four majors and 10 minors. In addition, several courses that are currently offered under the "C Lit" catalogue designation and will be required for the new Major/Minor also fulfill departmental, programmatic, or

university-wide requirements (such as C Lit 2010, gateway course required of all Languages and Literature majors; C Lit 3600, fulfills upper-division communication and writing requirement; C Lit 3670, fulfills humanities requirement for the rapidly growing International Studies Major). Further, the Comparative Literary and Cultural Studies Program will actively develop courses to meet the new university-wide International Requirement, to be instituted in the Fall 2007 semester.

SECTION III

Need

Only a Major/Minor in Comparative Literary and Cultural Studies would provide students with an efficient, degree-driven way to study and compare multiple non-Anglophone literatures and cultures within the framework of a single degree, eliminating the need for cumbersome double-major or the accumulation of electives that count for graduation but not for degree credit. Whereas in the past, Comparative Literature degrees had primarily been offered by graduate programs, there has been a recent trend among leading academic institutions (Harvard, Dartmouth) to establish programs in Comparative Literature and/or Cultural Studies at the undergraduate level as well.

Labor Market Demand

In the United States, students with BA or minor degrees in programs similar to the proposed Comparative Literary and Cultural Studies program rarely, if ever, find job opportunities for which "comparative literature specialist" or "comparative cultural studies specialist" is a prerequisite. Job opportunities and avenues for additional formal training, however, are not lacking for such individuals. Graduates of such programs are highly competitive in the job market for a vast array of positions in a variety of fields because of the language, critical thinking, and communication skills, as well as the heightened awareness of other cultures, that they acquire in the course of their studies.

Recent Comparative Literature graduates of Princeton University have acquired the following positions: Music Activity Specialist (Barretstown Gary Corp., Balleymore Eustace, Ireland), Paralegal (Curtis, Mallet-Prevost, Colt & Mosle, Paris, France), Guide (Butterfield & Robinson, Beaune, France), Assistant Account Executive (Edelman PR Worldwide, New York, NY), Editorial Assistant (Harper Collins Publishers, New York, NY), IT Consultant (Cambridge Executive Enterprises, Boston, MA), Credit Analyst (Suisse First Boston, New York, NY), Studio Engineer (Loveshack Productions, New York, NY), Editorial Assistant (Random House, New York, NY), Research Assistant (Tor Vergata University, Rome, Italy), Business Analyst (UMS Group, Parsippany, NJ), Administration (Mpala Foundation, Mpala Ranch, Kenya), Editorial Department (TIME Magazine, Hong Kong, China), Peace Corps (Guinea), Business Analyst (Mitchell Madison Group).

The jobs secured by recent graduates of the Comparative Literature program at Pennsylvania State include bilingual teacher, interpreter, foreign correspondent, Foreign Service officer, language teacher, linguist, public relations specialist, publisher, and positions in the international departments of domestic companies.

The list of jobs secured by recent Comparative Literature graduates of Rutgers University includes: Account Executive (GCI Group), Paralegal (Markowitz & Zindler), Administrative Assistant (Barclays Bank), Paralegal (Wilf & Silverman), Admissions Patient Financial Associate (Georgetown University Hospital), and Freelance Worker (American Express Company).

The jobs secured by recent graduates of the Comparative Literature program at the University of Georgia include advertising assistant, assistant manager, bibliographic assistant, congressional aide, consumer affairs consultant, correspondent, educator/instructor, English teacher, geographic researcher, independent distributor, international coordinator, legal contracts secretary, probation officer, and program manager.

Graduates of comparative literature and cultural studies programs are also able to use the academic skills they have acquired to make an easy transition into graduate study or professional training in such fields as medicine, law, journalism, foreign languages, and, of course, Comparative Literature. For example, the University of Pennsylvania reports that among its recent graduates with a BA in Comparative Literature there are individuals who went directly into the following graduate programs: journalism (Northwestern University), medicine (Case Western Reserve University), public administration (University of Texas), and Spanish and French Literature (Uppsala University).

Student Demand

For years, undergraduate students, particularly those enrolled in Comparative Literature courses, have regularly asked Languages and Literature faculty about the possibility of acquiring a degree in Comparative Literature or, at the very least, taking more Comparative Literature courses. These students are in majors including: International Studies, Spanish and International Studies, Modern Dance, University Studies, Psychology and International Studies, Political Studies and International Studies, International Studies, History and International Studies, Communication.

Similar Programs

At present, no college or university in the USHE offers a major or minor in Comparative Literary and Cultural Studies. Brigham Young University, however, does offer major and minor degrees in a comparative cultural studies program.

Benefits and Consistency with Institutional Mission

The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. As a major teaching and research university, the flagship institution of the Utah state system of higher education, the University of Utah strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met (Mission Statement of the University of Utah).

The study of language and national literary traditions opens students to a fuller experience of the world... As the most diverse faculty in the College of Humanities, we believe it is our role to educate students to become critically-minded and responsible global citizens. Building on a strong

foundation in the target language, students acquire the analytical tools to discover and examine the properties of language as well as investigate the complexity and beauty of texts. These same tools enable graduates of our programs to analyze the world around them and present rhetorically effective arguments in most contexts (2004-2006 Strategic Planning Vision Statement, Department of Languages and Literature).

The proposed Major and Minor in Comparative Literary and Cultural Studies will fit the University's mission and the Department's vision by helping students to develop their skills in thinking critically and cross-culturally, by helping them hone their ability to analyze different types of texts in translation and in the original language, and by training them to listen, speak, and write effectively and convincingly, both in English and in at least one other language.

The Major/Minor also resonates with the increased global and international emphasis at the University of Utah, which has resulted in the newly approved International Requirement for all undergraduate students and the success of the recently established International Studies Major. The Major/Minor will support and promote recent calls by the University's president and dean of the college of Humanities to increase the international and interdisciplinary components of education at the level of both the College and the University as a whole. In addition, the increased faculty interaction and common goals fostered by the major and minor in Comparative Literary and Cultural Studies will help bring added administrative, programmatic, and curricular cohesion to the multi-unit Department of Languages and Literature, a process often cited as a priority for the dean and college. Overall, it is expected that the Comparative Literary and Cultural Studies Program, the College, and the University will engage in reciprocal enhancement and benefit.

SECTION IV

Program and Student Assessment

The goal of the Major/Minor is to help students develop a theoretically informed, critical-analytical, comparative approach to literary and cultural studies. Through their work in the Major/Minor's core group of required courses offered under the "C Lit" catalogue designation (2010, 3600, 3610, 3670), students will learn comparative literary- and cultural-theoretical approaches that they will both: (a) apply to the required in-depth study of at least one non-Anglophone literature (taught in the original language), and (b) use as the basis to compare this literature to another non-Anglophone literature, to texts of world literature in translation, and to other theoretical approaches. Students will thus work comparatively and cross-culturally with multiple literatures, theories, and textual modalities.

Program and student assessment will follow the guidelines established for other major/minor programs in the Department of Languages and Literature:

The viability and progress of a student's program will be measured in required meetings with the program adviser. Students' progress will be measured by their success (as determined by the faculty and grades) in papers, examinations, and other exercises required for the completion of both "C Lit" and upper-division language-area / literature courses, and Student's comprehensive skills will be assessed by the capstone, a final project that demonstrates the student's ability to apply textual-analytical, literary-critical, and theoretical skills comparatively and cross-culturally.

Assessment of the success of the program overall will take place through consideration of students' success in (2) and (3) above, through student course evaluations, and through a departmental exit survey that includes students' self-evaluation of their learning process in the program.

Finally, student awards, scholarships, essay prizes, and graduate school acceptance rates will help shed light on the success of the program overall.

Accepted Standards of Performance

By graduation, BA students in Comparative Literary and Cultural Studies will have:

- (1) learned general comparative, literary-theoretical, textual-analytical, and cultural studies methods from the program's core "C Lit" courses,
- (2) applied these to at least one (and preferably two) non-Anglophone literary and cultural area,
- (3) studied this area in depth from a more disciplinary-internal perspective (such as French Studies, German Studies),
- (4) achieved upper-division competence (3000 level and above) in at least one (and preferably two) non-Anglophone language,
- (5) learned to use the methods from (1) above to compare the primary non-Anglophone literary area to another non-Anglophone literary area, to texts drawn from world literature in translation, and to other theoretical texts.

These standards represent a slightly modified version of recommendations for undergraduate Comparative Literature programs presented in the 1993 Bernheimer Report to the American Comparative Literature Association, the most recent published report on the state of the field (2004 report forthcoming). Formative and summative assessment measures for student learning are described above.

SECTION IV

Finance – Budget and Five-Year Revenue / Expense Projections

The proposed Major/Minor in Comparative Literary and Cultural Studies will require no additional funding from the Department of Languages and Literature or from the University. The faculty members who will teach Comparative Literary and Cultural Studies courses will be able to staff sufficient courses for the new Major and Minor without putting any undue strain on their individual programs. Similarly, the proposed degrees will have no impact on the Department's administrative structure; a Comparative Literary and Cultural Studies committee is already in place. This committee would continue to administer the program by coordinating courses and offering academic advising. No new funds will be needed for library acquisitions, as holdings for each language program are already funded.

Appendix A Program Curriculum

As noted in Section 2.9 of this proposal, Majors/Minors in Comparative Literary and Cultural Studies must demonstrate sufficient language proficiency to undertake the required upper-division course work in their primary and, where applicable, secondary language areas. Ordinarily, proficiency is demonstrated by the successful completion of four college semesters of language study or their equivalent (e.g., 1st and 2nd years of a language). Equivalency may be determined by testing out, transfer credit, or on the basis of such criteria as native- or heritage-speaker status and sufficient prior study abroad experience. The Department of Languages and Literature already has in place methods for proficiency evaluation and placement of students.

The Department of Languages and Literature offers a full 1st- and 2nd-year curriculum (1010, 1020, 2010, 2020) in the following language areas applicable to the Comparative Literature Program: Arabic, Chinese, French, German, Greek, Hebrew, Japanese, Latin, Persian, Russian, and Spanish. These courses are all 4 credit hour courses. Majors/minors will be strongly encouraged to take the 5th semester of their target language(s) as their first upper division language “focus area” course (3010 or its equivalents (3040, 3060, or 3610). See list below. Exceptions to this policy will be determined in consultation with and approval by the adviser.

New Courses to be Added in the Next Five Years

Note: The numbers and general titles of these courses are already in the catalogue (e.g., C LIT 3670, C LIT 4900); however, the specific topics are new and will be designed to meet both Comparative Literary and Cultural Studies core methodological criteria and the new university-wide International Requirement.

C LIT 3670 or 4900: Migrations, Border Crossings, and Displacements. 3 credit hours.

C LIT 3670 or 4900: Nation and Identity. 3 credit hours.

C LIT 4900: Environments: Natural and Unnatural Landscapes. 3 credit hours.

C LIT 4900: The Animal, the Human, and the Humanoid. 3 credits.

All Program Courses

Language Requirement Courses (All courses are 4 credit hours)

ARAB 1010 Beginning Arabic I

ARAB 1020 Beginning Arabic II

ARAB 2010 Intermediate Arabic

ARAB 2020 Intermediate Arabic II

CHIN 1010 Beginning Mandarin Chinese I

CHIN 1020 Beginning Mandarin Chinese II

CHIN 2010 Intermediate Mandarin Chinese I

CHIN 2020 Intermediate Mandarin Chinese II

FRNCH 1010 Beginning French I

FRNCH 1020 Beginning French II

FRNCH 2010 Intermediate French I

FRNCH 2020 Intermediate French II
 GERM 1010 Beginning German I
 GERM 1020 Beginning German II
 GERM 2010 Intermediate German I
 GERM 2020 Intermediate German II
 GREEK 1010 Beginning Classical Greek I
 GREEK 1015 Beginning Modern Greek I
 GREEK 1020 Beginning Classical Greek II
 GREEK 1025 Beginning Modern Greek II
 GREEK 2010 Intermediate Classical Greek I
 GREEK 2015 Intermediate Modern Greek II
 GREEK 2020 Intermediate Classical Greek II
 GREEK 2025 Intermediate Modern Greek II
 HEBR 1010 Beginning Israeli Hebrew I
 HEBR 1020 Beginning Israeli Hebrew II
 HEBR 2010 Intermediate Israeli Hebrew I
 HEBR 2020 Intermediate Israeli Hebrew II
 JAPAN 1010 Beginning Japanese I
 JAPAN 1020 Beginning Japanese II
 JAPAN 2010 Intermediate Japanese I
 JAPAN 2020 Intermediate Japanese II
 LATIN 1010 Beginning Classical Latin I
 LATIN 1020 Beginning Classical Latin II
 LATIN 2010 Intermediate Classical Latin I
 LATIN 2020 Intermediate Classical Latin II
 PERS 1010 Beginning Persian I
 PERS 1020 Beginning Persian II
 PERS 2010 Intermediate Persian I
 PERS 2020 Intermediate Persian II
 RUSS 1010 Beginning Russian I
 RUSS 1020 Beginning Russian II
 RUSS 2010 Intermediate Russian I
 RUSS 2020 Intermediate Russian II
 SPAN 1010 Beginning Spanish I
 SPAN 1020 Beginning Spanish II
 SPAN 2010 Intermediate Spanish I
 SPAN 2020 Intermediate Spanish II

General Education Courses (All courses are 3 credit hour courses):

CL CV 3630 Greek Drama
 LANG 3630 Greek Drama: Myth/Cine
 CL CV 3570 Women Anc Greece/Rome
 CL CV 3630 Greek Drama
 CL CV 4550 Ancient Myth & Religion
 C LIT 3680 Faust Quest Lit & Film

FRNCH 3800	French Lit in Translation
FRNCH 3900	French Popular Culture
GERM 3920	Faustian Quest-Lit & Film
HEBR 4310	Jewish & Israeli Film
LANG 2700	Holocaust Literature
LANG 3570	Women of Greece & Rome
LANG 3620	French: Theat/Perform Arts
LANG 3630	Greek Drama: Myth/Cinema
MID E 3765	Middle East Geography
MID E 4231	Jewish & Israeli Film
MID E 4327	Classical Persian Lit
MID E 4542	The Crusades
PERS 4270	Classical Persian Lit
RUSS 3550	Russ Culture before 1900
RUSS 3560	Russ Culture after 1900

Core Courses (All courses are 3 credit hour courses, unless noted):

C LIT 2010	World Literature and Culture Introduction to Literary and Cultural Studies. What is a text? Under what ideological, institutional, and discursive conditions are meanings produced?
C LIT 3600	What is Literature? Introduction to major genres, tropes, periods, close reading.
C LIT 3610	Current Trends in Critical Thinking Introduction to literary / cultural theory and to the theory and methodology of Comparative Literature.
C LIT 3670	Comparative World Lit and Civ In-depth case study of a comparative topic, such as "Paris, Berlin, and New York in Modernism and Postmodernism: Literature and Film." (May be taken twice for major credit if topic differs)
C LIT 4990	Capstone (1 credit) Written project in final year of study

Elective Courses (All courses are 3 credit hour courses, unless noted):

ARAB 3010	Third-Year Arabic I (4 credits)
ARAB 3020	Third-Year Arabic II (4 credits)
ARAB 3200	Introduction to Arabic Literature in Translation
ARAB 4010	Colloquial Arabic I
ARAB 4020	Colloquial Arabic II
ARAB 4040	Advanced Arabic Language Skills
ARAB 4050	Advanced Arabic Language

ARAB 4080	Islamic Law
ARAB 4090	Political Thought in Islam
ARAB 4160	Selected Authors and Genres in Arabic Literature
ARAB 4170	The Figure of Mohammed in Islamic Tradition
ARAB 4180	Selected Authors and Genres in the Islamic Intellectual and Religious Tradition
ARAB 4205	Language and Gender
ARAB 4206	Women and Language in Arab Society
ARAB 4207	Women's Voices: Egypt and Iran
ARAB 4270	Linguistic Structure of Arabic
ARAB 4271	Topics in Arabic Linguistics
ARAB 4272	Linguistic Variation in Arabic
ARAB 4273	Egyptian Film & Culture
ARAB 4300	Introduction to the Qur'an and Qur'anic Studies
ARAB 4430	Arabic Paleography
ARAB 4500	Islamic Theology and Philosophy
ARAB 4520	Islamic Mysticism
ARAB 4580	Major Trends in Modern Islam
ARAB 4700	History of the Sciences in the Islamic World
ARAB 4710	Survey of Classical Arabic Literature
ARAB 4720	Survey of Modern Arabic Literature
CHIN 3010	Third-Year Mandarin
CHIN 3020	Third-Year Mandarin Chinese
CHIN 3060	Introduction to Written Chinese
CHIN 3390	Chinese Calligraphy
CHIN 3510	Business Chinese
CHIN 4550	Patterns of Traditional Chinese Culture
CHIN 4560	Problems of a Modernizing China
CHIN 4610	Survey of Chinese Literature
CHIN 4620	Survey of Chinese Literature
CHIN 4710	Classical or Literary Chinese
CHIN 4720	Classical or Literary Chinese
CHIN 4900	Special Topics (0.5 to 4 credits)
CL CV 3570	Images of Women in Ancient Greece and Rome
CL CV 3630	Greek Drama: Myth and Modern Cinema
CL CV 4550	Ancient Myth and Religion
CL CV 4580	Ancient Culture
C LIT 3100	Korean Culture Through Literature
C LIT 3620	The Bible as Literature
C LIT 3630	Literature of the Middle East
C LIT 3640	Ethnic Literatures
C LIT 3650	African Literature
C LIT 3660	Asian Literature
C LIT 3670	Comparative World Literature and Civilization (topics vary)
C LIT 3680	The Faustian Quest in Literature & Film

C LIT 4630	Cultural Encounters: European & American Travellers to the Middle East, 17th to the 20th Century
C LIT 4900	Special Topics
C LIT 4910	Studies in Theme
C LIT 4920	Studies in Genre
C LIT 4930	Studies in Period
C LIT 4940	Film and Culture
C LIT 4950	Studies in Theory
FRNCH 3040	Topics in Literature (Repeatable for credit when topic varies)
FRNCH 3050	Grammar through Culture
FRNCH 3060	Grammar and Reading
FRNCH 3330	Advanced French
FRNCH 3600	French Conversation (1 credit)
FRNCH 3800	French Literature in Translation
FRNCH 3850	Literature and Culture in the French-speaking Caribbean
FRNCH 3900	French Popular Culture
FRNCH 4500	Language & Culture in the French-Speaking World
FRNCH 4510	French Business and Current Issues
FRNCH 4550	French Civilization
FRNCH 4560	Topics in French Cultural (Repeatable for credit when topic varies)
FRNCH 4570	Francophone Cultures
FRNCH 4600	Reading Seminar
FRNCH 4610	Medieval and Renaissance French Studies
FRNCH 4620	Early Modern French Studies
FRNCH 4630	Nineteenth-Century French Studies
FRNCH 4640	French literature of the 20th Century Twentieth and Twenty-first Century French Studies
FRNCH 4650	Francophone Studies
FRNCH 4900	Special Topics (0.5 to 4 credits)
GERM 3040	Topics in Literature and Culture
GERM 3050	Topics in Literature & Culture
GERM 3060	Grammar and Reading
GERM 3540	German Translation I
GERM 3550	Cultural History
GERM 3900	Special Topics (1 to 3 credits; repeatable for credit when topic varies)
GERM 3920	The Faustian Quest in Literature & Film
GERM 4510	Business and Economics I
GERM 4520	Business and Economics II
GERM 4540	Translation II
GERM 4600	Literature and the History of Ideas
GERM 4610	Survey of German Literature
GERM 4620	Survey of German Literature
GERM 4630	Survey of German Literature
GERM 4900	Special Topics (0.5 to 3 credits; repeatable for credit when topic varies)
GREEK 3610	Third-Year Prose

GREEK 3620	Third-Year Poetry
GREEK 4610	Fourth-Year Prose
GREEK 4620	Fourth-Year Poetry
HEBR 3010	Third-Year Israeli Hebrew I (4 credits)
HEBR 3020	Third-Year Israeli Hebrew II (4 credits)
HEBR 4300	Contemporary Culture of the Jewish/Israeli World
HEBR 4310	Jewish and Israeli Film
HEBR 4363	The Kabbalah
HEBR 4364	The Jewish Messiahs
HEBR 4400	Topics in Literature and Culture
HEBR 4410	Narrative, Dramatic, and Lyrical Genres
HEBR 4600	Biblical Hebrew: Prose
HEBR 4601	Biblical Hebrew: Poetry
HEBR 4610	Texts in Post-Biblical Hebrew
HEBR 4880	Special Topics in Hebrew Studies (1 to 3 credits)
HEBR 4900	Special Topics in Jewish Studies (1 to 3 credits)
JAPAN 3040	Third-Year Japanese
JAPAN 3060	Third-Year Japanese
JAPAN 3220	Japanese Linguistics: Language and Society
JAPAN 3330	Third-Year Conversational Japanese
JAPAN 3410	Teaching Japanese as a Second Language
JAPAN 3510	Commercial Japanese I
JAPAN 3520	Commercial Japanese II
JAPAN 4330	Fourth-Year Conversational Japanese
JAPAN 4550	Japanese Civilization
JAPAN 4560	Newspaper Japanese
JAPAN 4610	Survey of Japanese Literature: Modern Period
JAPAN 4620	Survey of Japanese Literature: The Heritage of Japanese Literary Tradition
JAPAN 4630	Survey of Japanese: Women's Literature
JAPAN 4660	Contemporary Japanese Literature: The Fiction and Poetry of Japan Today
JAPAN 4670	Contemporary Japanese Literature: The Fiction and Poetry of Today's Japan
JAPAN 4680	Modern Japanese Literature in Translation
JAPAN 4710	Classical Japanese
JAPAN 4900	Special Topics: Sports & Tourism (1 to 4 credits)
KOREA 3060	Third-Year Grammar
KOREA 3070	Third-Year Grammar
KOREA 3100	Korean Culture Through Literature
KOREA 4900	Special Topics (1 to 4 credits)
LANG 3570	Images of Women in Ancient Greece and
LANG 3620	Theatre and the Performing Arts in Old-Regime France
LANG 3630	Greek Drama: Myth and the Modern Cinema
LANG 4900	Special Topics (1 to 4 credits)
LATIN 3610	Third-Year Prose
LATIN 3620	Third-Year Poetry

LATIN 4610	Fourth-Year Prose
LATIN 4620	Fourth-Year Poetry
PERS 3010	Third Year Persian I (4 credits)
PERS 3020	Third Year Persian II (4 credits)
PERS 3200	Introduction to Persian Literature
PERS 4010	Advanced Persian Language Skills I
PERS 4020	Advanced Persian Language Skills II
PERS 4160	Selected Authors and Genres in Persian Literature
PERS 4207	Women's Voices: Egypt and Iran
PERS 4208	Women's Voices: Iran, Afghanistan, Tajikistan
PERS 4270	Classical Persian Literature in Translation
PERS 4280	Trends in Modern Persian Literature
PERS 4610	Survey of Early Islamic, Medieval, and Modern Persian Literature
PERS 4620	Survey of Early Islamic, Medieval, and Modern Persian Literature
PERS 4880	Special Topics (1 to 4 credits)
RUSS 3040	Fifth-Semester Russian
RUSS 3050	Sixth-Semester Russian
RUSS 3060	Third-Year Russian for Nontraditional Students
RUSS 3550	Studies in Russian Culture before 1880
RUSS 3560	Studies in Russian, Soviet & Post-Soviet Culture after 1880
RUSS 4510	Business Russian
RUSS 4550	Russian Culture
RUSS 4580	Reading the Russian Press
RUSS 4590	Contemporary Russian Issues
RUSS 4610	Advanced Russian I
RUSS 4620	Advanced Russian II
RUSS 4710	Studies in Nineteenth-Century Russian Literature
RUSS 4720	Studies in Twentieth-Century Russian Literature
RUSS 4900	Special Topics (1 to 4 credits)
SPAN 3020	Intermediate Conversation and Reading
SPAN 3040	Intermediate Grammar and Composition
SPAN 3060	Advanced Grammar and Composition
SPAN 3580	Contemporary Issues
SPAN 4510	Business Spanish
SPAN 4520	Business Spanish II
SPAN 4550	Spanish Civilization and Culture
SPAN 4560	Culture and Customs of Spanish
SPAN 4600	U.S. Latino Literature
SPAN 4620	Introduction to Spanish Literature
SPAN 4630	Survey of Spanish American Literature
SPAN 4700	Readings in Medieval Spanish
SPAN 4710	Golden Age of Poetry, Prose, and Drama
SPAN 4720	Hispanic Narrative
SPAN 4730	Hispanic Drama
SPAN 4740	Nineteenth- and Twentieth-Century Spanish Novel
SPAN 4750	Spanish American Novel
SPAN 4760	Hispanic Poetry

SPAN 4770	Hispanic Film and Culture
SPAN 4790	Masterpieces of Mexican Literature
SPAN 4900	Special Topics (0.5 to 4 credits)

Appendix B Program Schedule

Four sample program schedules:

I. Sample Schedule for Option A Track, German Focus

Fall Semester, Year One:

- (1) Germ 1010: Beginning German I – 4 credits (or equivalent, test out, etc.)
- (2) C Lit 2010: World Literature and Culture – 3 credits

Spring Semester, Year One:

- (3) Germ 1020: Beginning German II – 4 credits (or equivalent, test out, etc.)
- (4) C Lit 3600: What is Literature? – 3 credits
- (5) C Lit 3610: Current Trends in Critical Thinking – 3 credits

Fall Semester, Year Two:

- (6) Germ 2010: Intermediate German I – 4 credits (or equivalent, test out, etc.)
- (7) C Lit 3670: Comp. World Lit. and Civ.: Paris, Berlin, and New York in Lit. and Film – 3 credits

Spring Semester, Year Two:

- (8) Germ 2020: Intermediate German II – 4 credits (or equivalent, test out, etc.)
- (9) C Lit 4900: 20th- century Russian Literature – 3 credits
- (10) C Lit 3680: Faustian Quest in Lit. and Film – 3 credits

Fall Semester, Year Three:

- (11) Germ 3040: Topics in Literature and Culture – 3 credits
- (12) C Lit 4900: 19th-century Russian Literature – 3 credits

Spring Semester, Year Three:

- (13) C Lit 3670: Comp. World Lit. and Civ.: Holocaust and Remembrance – 3 credits
- (14) C Lit 3660: Asian Literature – 3 credits

Fall Semester, Year Four:

- (15) C Lit 4900: Pop Culture, Film, and Psychoanalysis – 3 credits
- (16) Germ 4600: Literature and the History of Ideas: Expressionism – 3 credits

Spring Semester, Year Four:

- (17) Germ 4900: Austrian Literature – 3 credits
- (18) C Lit 4990: Capstone – 1 credit

II. Sample Schedule for Option B Track, Spanish and French Focus. Note: This schedule assumes no starting proficiency in French and successful completion of 2nd-year Spanish or equivalent upon entry.

Fall Semester, Year One:

- (1) Frnch 1010: Beginning French I – 4 credits
- (2) C Lit 2010: World Literature and Culture – 3 credits
- (3) Span 3060: Advanced Grammar and Composition – 4 credits

Spring Semester, Year One:

- (4) Frnch 1020: Beginning French II – 4 credits
- (5) C Lit 3600: What is Literature? – 3 credits
- (6) C Lit 3610: Current Trends in Critical Thinking – 3 credits

Fall Semester, Year Two:

- (7) Frnch 2010: Intermediate French I – 4 credits
- (8) C Lit 3670: Comparative World Lit. and Civ.: Paris, Berlin, New York – 3 credits
- (9) Span 4730: Hispanic Drama -- 3 credits

Spring Semester, Year Two:

- (10) Frnch 2020: Intermediate French II – 4 credits

Fall Semester, Year Three:

- (11) Frnch 3040: Topics in Literature and Culture – 3 credits
- (12) C Lit 4900: Pop Culture, Film, and Psychoanalysis – 3 credits

Spring Semester, Year Three:

- (13) C Lit 3670: Comparative World Lit. and Civ.: Holocaust and Remembrance – 3 credits

Fall Semester, Year Four:

- (14) Frnch 4570: Francophone Cultures – 3 credits
- (15) C Lit 4900: God, Love, and Mysticism – 3 credits

Spring Semester, Year Four:

- (16) Span 4600: U.S. Latino Literature – 3 credits
- (17) C Lit 4900: African Cinema – 3 credits
- (18) C Lit 4990: Capstone – 1 credit

III. Sample Schedule for Transfer Student in Option A Track, German Focus.

For Option A, the Program will accept as transfer credit:

- equivalent of 1st two years of German language (1010, 1020, 2010, 2010)
- equivalent of C Lit 2010 and C Lit 3600 (for the purposes of this schedule, assume that the student has completed these equivalents at her previous institution)
- up to 3 world or comparative literature/cultural studies courses at 3000 level (for purposes of this schedule, assume that student has completed 2 such courses)
 - Note: C Lit 3610 and C Lit 3670, as well as all upper division courses in the target language focal area, must be completed at the University of Utah

Fall Semester, Year Three:

- (1) Germ 3040: Topics in Literature and Culture – 3 credits
- (2) C Lit 3610: Current Trends in Critical Thinking – 3 credits
- (3) C Lit 3670: Comparative World Lit. and Civ.: Paris, Berlin, New York – 3 credits

Spring Semester, Year Three:

- (4) Germ 4620: Survey of German Literature – 3 credits
- (5) C Lit 3680: Faustian Quest – 3 credits

Fall Semester, Year Four:

- (6) C Lit 4900: 19th-century Russian Literature -- 3 credits
- (7) Germ 4600: Literature and the History of Ideas: Expressionism – 3 credits

Spring Semester, Year Four:

- (8) C Lit 3660: Asian Literature -- 3 credits
- (9) C Lit 3670: Comparative World Lit. and Civ.: Holocaust and Remembrance – 3 credits
- (10) C Lit 4990: Capstone – 1 credit

IV. Sample Schedule for Transfer Student in Option B Track, Spanish and French Focus. Again, this schedule assumes that student completed the first 2 years of French at previous institution and already possesses 2nd-year proficiency in Spanish.

For Option B, the Program will accept as transfer credit:

- equivalent of 1st two years of French language (1010, 1020, 2010, 2010)
- equivalent of C Lit 2010 and C Lit 3600 (for the purposes of this schedule, assume that the student has completed these equivalents at her previous institution)
- 1 world or comparative literature/cultural studies courses at 3000 level (for purposes of this schedule, assume that student has completed this at previous institution)
 - Note: C Lit 3610 and C Lit 3670, as well as all upper division courses in the target language focal areas, must be completed at the University of Utah

Fall Semester, Year Three:

- (1) C Lit 3610: Current Trends in Critical Thinking – 3 credits
- (2) C Lit 3670: Comparative World Lit. and Civ.: Paris, Berlin, New York --- 3 credits
- (3) Frnch 3040: Topics in Literature and Culture – 3 credits(3)

Spring Semester, Year Three:

- (4) Span 3060: Advanced Grammar and Composition – 3 credits
- (5) C Lit 4900: African Cinema – 3 credits

Fall Semester, Year Four:

- (6) Span 4900: Hispanic Poetry – 3 credits
- (7) Frnch 4570: Francophone Cultures – 3 credits
- (8) C Lit 4900: God, Love, and Mysticism – 3 credits

Spring Semester, Year Four:

- (9) Span 4600: U.S. Latino Literature – 3 credits
- (10)C Lit 4900: Pop Culture, Film, and Psychoanalysis – 3 credits
- (11)C Lit 4990: Capstone – 1 credit

Appendix C

Faculty to be Used in Support of the Program

Soheila Amirsoleimani, Associate Professor of Persian, Ph.D. in Near Eastern Studies from the University of Michigan. Areas of specialization: Persian language, literature, history, and culture.

Karin Baumgartner, Assistant Professor of German, Ph.D. in German Languages and Literatures and Certificate in Women's Studies from Washington University, St. Louis, Missouri. Areas of specialization: German language and literature (18th and 19th century historical novels; women's literature).

Therese De Raedt, Assistant Professor of French, Ph.D. in French Literature with a Designated Emphasis (D.E.) in Critical Theory from the University of California at Davis. Areas of specialization: 18th and 19th century French literature and culture; Francophone literature and culture (esp. North and Sub-Saharan Africa, the Caribbean and Belgium).

Maria Dobozy, Professor of German, Ph.D. from the University of Kansas, Lawrence, KS. Areas of specialization: German language, linguistics, and philology; literature and culture.

Mushira A. Eid, Professor of Arabic and Chair of the Department of Languages & Literature. Areas of specialization: Arabic language, linguistics, and sociolinguistics; language and gender; film and culture.

Gene D. Fitzgerald, Professor of Russian, Ph.D. in Slavic Languages from the University of Wisconsin-Madison. Areas of specialization: Russian language, literature, culture, and fine arts.

Gema Guevara, Assistant Professor of Spanish, Ph.D. in Literature from the University of California-San Diego. Areas of specialization: Spanish language and literature; theory.

Jane Hacking, Associate Professor of Russian, Ph.D. from the University of Toronto. Areas of specialization: Russian phonetics, phonology, morphology and syntax; conversation analysis; Russian language-all levels.

Christine A. Jones, Assistant Professor of French Literature, Ph.D. in 17th/18th-century French Literature from Princeton University. Areas of specialization: French literature, culture, and writing.

Gerhard P. Knapp, Professor of German and Comparative Literature, Ph.D. from Technische Universität Berlin, Germany. Areas of specialization: German, French, and Anglo-American comparative literature; German, Swiss, Austrian literature of the 19th and 20th centuries; critical theory; film critique.

Eric Laursen, Associate Professor of Russian, Ph.D. in Slavic Languages and Literatures from the University of Wisconsin-Madison. Areas of specialization: Russian language and literature.

Joseph R. Metz, Assistant Professor of German, Ph.D. in Germanic Languages and Literature from Harvard University. Areas of specialization: German language and literature (focus: Austrian literature); theory, comparative literature.

Erin O'Connell, Assistant Professor of Classics, Ph.D. from the University of California-Santa Cruz. Areas of specialization: Classical mythology, ancient Greek drama, ancient Greek philosophy and literary theory, intellectual traditions of the West, ancient Greek and classical Latin languages.

Esther Rashkin, Professor of French and Comparative Literature, Ph.D. in French from Yale University, Certificate in Analytic Theory and Practice, Smith College, MSW in Clinical Social Work, University of Utah.

Areas of specialization: French and Comparative Literature, film, psychoanalysis, critical theory.

Jerry Root, Associate Professor of French and Comparative Literature, Ph.D. in Comparative Literature from the University of Michigan. Areas of specialization: French and comparative literature (including medieval and Renaissance), Western traditions, literary theory, and research.

Muriel H. Schmid, Assistant Professor/Lecturer of French, Ph.D. in Theology from the Université de Neuchâtel. Areas of specialization: French Literature and religion, Intellectual Traditions in the Honors Program, Protestant theology, gender studies and feminist theology, Christian ethics, history of Christian thought, hermeneutics.

Margaret Toscano, Assistant Professor/Lecturer of Classics, Ph.D. in Comparative Literature from the University of Utah. Areas of specialization: Greek and Latin languages, literatures, and cultures.

Wolff A. von Schmidt, Professor of German and Language Program Director, Ph.D. in Germanics from the University of Washington. Areas of specialization: German language and comparative literature, language methodology.

Margaret Baptist Wan, Assistant Professor of Chinese, Ph.D. in East Asian Languages and Civilizations from Harvard University. Areas of specialization: Chinese fiction and narrative, popular culture, and performance.

Fusheng Wu, Associate Professor of Chinese, Ph.D. in Comparative Literature from Brown University. Areas of specialization: Chinese language, literature, and culture; Chinese calligraphy, translating Chinese texts.

September 6, 2006

MEMORANDUM

To: Utah State Board of Regents

From: Richard E. Kendell

Subject: College of Eastern Utah and Southeast Applied Technology College Collaboration Study

I have received a draft of the study concerning the College of Eastern Utah and the Southeast Applied Technology College. I am working with Dr. Gary Carlston on the final edits, most of which are simply editorial and formatting changes.

Independent of the report, I will make my recommendations and provide the rationale for those recommendations. These will be sent to the Regents prior to the meeting on September 15.

Richard E. Kendell, Commissioner

REK:jc

September 6, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

RE: Amendments to R604, New Century Scholarships — Action Item

Issue

During the 2006 General Session, the Utah Legislature passed H.B. 326, "New Century Scholarship Amendments," which modified the requirements to earn a New Century Scholarship. The new law stipulates that students who complete the course work for an associate degree are eligible for the scholarship only if they completed the associate degree with at least a "B" (3.0) GPA. In addition, the new law provides that, as an alternative to completing an associate degree, a student may qualify for the scholarship by completing an "approved math and science curriculum" with at least a "B" (3.0) GPA. Therefore, the policy has been revised to reflect these amendments.

Background

The New Century Scholarship law was first enacted by the Utah Legislature during the 1999 General Session. The original bill provided that, in addition to Centennial Scholarships awarded under Utah Code Ann. § 53A-15-102, and Career Teaching Scholarships awarded under Title 53B, Chapter 10, the State Board of Regents and the State Board of Education would jointly award New Century scholarships to students in Utah who complete the requirements for an associate degree by September 1 of the year they qualify to graduate from high school.

Since the inception of the New Century Scholarship, over 850 scholarships have been awarded to graduating high school students. Completing an associate degree requires students to complete at least 60 hours of college work, including the full general education requirement. However, some students pursuing degrees in engineering, math, or science are better served by not completing the entire general education requirement, and instead concentrating on a rigorous math and science curriculum, which prepares them more adequately for transfer to a four-year program. Yet students who pursue such a specialized curriculum often do not complete the general education courses for the associate degree and therefore become ineligible for the New Century Scholarship, notwithstanding their completion of a very rigorous college-level curriculum.

R604, New Century Scholarship

[REVISED 9.6.06]

R604-1. Purpose

To provide policy and procedures for the administration of the New Century Scholarship, which will be awarded to **Utah** high school graduates who ~~have accelerated their education process and have~~ **either** complete the requirements for an associate degree **with at least a "B" (3.0) grade point average** prior to September 1 of the same year they would normally graduate with their high school class, **or who complete a rigorous math and science curriculum approved by the State Board of Regents with a "B" (3.0) grade point average.**

R604-2. References

2.1. Utah Code Ann. § 53B-8-105 (2006).

R604-3. Definitions

3.1. "Program" - New Century Scholarship program

3.2. "Awards" - New Century Scholarship funds which provide payment up to 75% of recipient's tuition costs

3.3. "SBR" - State Board of Regents

3.4. "Reasonable progress" - A recipient must complete at least six semester credit hours during any semester for which he or she receives an award.

3.5. "Recipient" - A Utah resident who ~~has accelerated his or her education process and~~ **either:** (1) completes the requirements for an associate degree **with at least a "B" (3.0) grade point average** either prior to September 1 of the year he or she graduates from a Utah high school, or, if he or she graduates early, or is home schooled, prior to the September 1 of the year in which he or she normally would have graduated with his or her class; **or (2) completes the rigorous math and science curriculum approved by the State Board of Regents with at least a "B" (3.0) grade point average.**

3.6. "High school graduation date" - The date when an applicant or recipient graduates from high school with his or her class, or if he or she graduates early, or is home schooled, the date on which he or she normally would have graduated from high school with his or her class.

3.7. "Associate Degree" - An Associate of Arts, Associate of Science, or Associate of Applied Science degree, or equivalent academic requirements, as received from or verified by a regionally accredited Utah public college or university, provided that if the college or university does not offer the associate degree, the requirement can be met if the institution's registrar verifies that the student has completed academic requirements equivalent to an associate degree prior to the September 1 deadline.

3.8. "Math and Science Curriculum"—The rigorous math and science curriculum developed and approved by the State Board of Regents which, if completed, qualifies a high school student for a New Century Scholarship.

R604-4. Conditions of the Scholarship

4.1. Program Terms - The program scholarship may be used at any higher education institution in the state accredited by the Northwest Association of Schools and Colleges that offers baccalaureate programs. Depending on available funding, if used at an institution within the state system of higher education, the scholarship awards under this program are up to 75% of the actual tuition costs. If used at an institution not within the state system of higher education, the scholarship is up to 75% of the tuition costs at the institution, not to exceed 75% of the average tuition costs at the state system baccalaureate granting institutions. Each scholarship is valid for up to two years of full-time equivalent enrollment (60 semester credit hours) or until the requirements of a baccalaureate degree have been met, whichever is shorter. A student who has not used the award in its entirety within five years after his or her high school graduation date is ineligible to receive a program award.

4.2. Applicant Qualification - To qualify for the award, an applicant must have **either (1):** completed the requirements for an associate degree with at least a "B" (3.0) grade point average by September 1 of the year of his or her high school graduation date; **or (2) completed the approved math and science curriculum with at least a "B" (3.0) grade point average by September 1 of the year of his or her high school graduation date.**

4.3. Accredited College or University - The associate degree **must be received from,** or ~~verification of completion of~~ **the approved math and science curriculum must be completed through,** ~~must be received~~ a regionally accredited Utah public institution, provided the institution's academic on-campus residency requirements, if any, will not affect a student's eligibility for the scholarship if the institution's registrar's office verifies that the student has completed the necessary class credits for an associate degree **or completed the approved math and science curriculum.**

4.4. Eligible Institutions - The award may be used at any higher education institution in the state accredited by the Northwest Association of Schools and Colleges that offers baccalaureate programs.

4.5. Dual Enrollment at More than One Institution - The award may be used at more than one of Utah's eligible institutions within the same semester.

4.6. Student Transfer - The award may be transferred to a different eligible Utah institution upon the request of the student.

R604-5. Application Procedures

5.1. Application Contact - Qualifying students may apply for the award through the SBR office.

5.2. Support Documentation - Applicants must provide documentation verifying their ~~recipient's~~ graduation date, a copy of their college transcript, and if the student is enrolled at an institution which does not offer an associate degree or an institution that will not award the associate degree until the academic on-campus residency requirement has been met, the registrar must verify that the applicant has completed the equivalent academic requirements prior to September 1 of the year of the recipient's graduation date.

5.3. Application Deadline - ~~Applications and all support documentation must be received by the SBR office no later than thirty days prior to the date the applicant wishes the award to be forwarded to the applicant's eligible institution.~~

R604-6. Distribution of Award Funds

6.1. Amount of Award - If used at an institution within the state system of higher education, the amount of the scholarship, depending on available funding, will be up to 75% of the gross total cost of tuition based on the number of hours the student is enrolled. If used at an institution not within the state system of higher education, the scholarship, depending on available funding, will be up to 75% of the tuition costs at the institution, not to exceed 75% of the average tuition costs at the baccalaureate degree granting institutions within the state system of higher education. Tuition waivers, financial aid, or other scholarships will not affect the total award amount.

6.2. Tuition Documentation - The award recipient shall submit to SBR a copy of the tuition invoice or class schedule verifying the number of hours enrolled. SBR will calculate the amount of the award based on the published tuition costs at the enrolled institution(s) and the availability of program funding.

6.3. Award Payable to Institution - The scholarship award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds should be used for higher education expenses including tuition, fees, books, supplies and equipment required for courses of instruction.

6.4. Added Hours after Award - The award will be increased up to 75% of the tuition costs of any hours added in the semester after the initial award has been made, depending on available funding. Recipient shall submit to SBR a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.

6.5. Dropped Hours after Award - If a student drops hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly, or the student shall repay the excess award amount to SBR. If a recipient fails to complete a minimum of six semester hours, no award will be made for that semester, and a grade earned in a class completed in that semester, if any, will not be considered in evaluating the recipient's reasonable progress.

R604-7. Continuing Eligibility

7.1. Reasonable Progress toward Degree Completion - The SBR may cancel the scholarship if the student fails to maintain a "B average" for two consecutive semesters for which he or she has received award funds; ~~or~~ fails to make reasonable progress toward the completion of a baccalaureate degree. Each semester, the recipient must submit to SBR a copy of his or her grades to verify that he or she is meeting the required grade point average and is making reasonable progress toward the completion of a baccalaureate degree. **If a student earns less than a "B" (3.0) GPA in any single semester, the student must earn a "B" (3.0) GPA the following semester to maintain eligibility for the scholarship.**

7.2. No Awards after Five Years - The SBR will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date.

7.3. No Guarantee of Degree Completion - A **New** Century Scholarship award does not guarantee that the recipient will complete his or her baccalaureate program within the recipient's scholarship eligibility period.

R604-8. Leave of Absence

8.1. Does Not Extend Time - A leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

(Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, **and September 15, 2006.**)

Therefore, the law was amended to allow students interested in math, science, and technology fields to qualify for the New Century Scholarship without obtaining an associate degree, so long as they complete, with at least a "B" (3.0) GPA, a rigorous math and science curriculum to be developed and approved by the State Board of Regents. This "approved math and science curriculum" was approved by the Regents at their regular meeting on July 28, 2006, and will be available to parents, students, teachers, and guidance counselors through both the Office of the Commissioner and the Web site of the Utah System of Higher Education.

In addition, the law was amended to add rigor to the associate degree "track" of the New Century Scholarship by requiring students to complete the associate degree with at least a "B" (3.0) GPA. It was felt that this requirement would underscore to students the importance of working hard toward a college degree, rather than simply working fast.

The proposed amendments to R604 will bring the Regents' policy on New Century Scholarships into compliance with the statutory changes, and provide necessary guidance on the academic requirements for the scholarships.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the proposed amendments to R604, New Century Scholarships.

Richard E. Kendell, Commissioner

August 29, 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

Proposal to Create an Asia Center at the University of Utah

Request: The Asian Studies Program at the University of Utah proposes to create a new Asia Center that will make this university the intermountain region's premier institution for the advanced study of Asia and a critical resource for the region's business, political, educational and community leaders as they develop and expand their ties with Asian countries. The Asia Center will engage in activities targeted at multiple constituencies: faculty, students, business and political leaders, and those in education and the arts.

The Asia Center will reach beyond the faculty and departments currently involved in the Asian Studies B.A. degree program to involve as many sectors of the university as possible. The University of Utah has large numbers of faculty, especially in Business, Law, and Health Sciences, whose research has a significant component on Asia, but whose course offerings do not include Asian content due to the pedagogical demands of their disciplines. The new Asia Center will full advantage of all the Asia-related resources on this campus and in the greater Salt Lake community and have as its key mission the facilitation of all the interdisciplinary research and teaching programs on Asia that our faculty and students are engaged in, whether or not they are part of the Asian Studies major and minor. This program will also include research and teaching directed towards the concerns of the wider community of people with interests in Asia, including those in education, the arts, business, banking, and state government.

The new Asia Center will incorporate our existing regional clusters in China, Japan, South Asia, Korea, and Southeast Asia, and a flexible number of topically-defined interdisciplinary initiatives in areas of faculty expertise like Asian legal studies, Asian media studies, comparative gender and development, technology,

Asian politics, health, and business studies. These topical initiatives will forge scholarly interactions between faculty from Humanities, Social Sciences, Art, and Architecture, the schools that participate in the Asian Studies Program, on the one hand, and faculty from Business, Law, Health Sciences, Engineering, and other areas whose work does not fit into regional categories on the other hand. These sub-groups will provide focal points galvanizing faculty to take initiative to become involved with the Center by proposing collaborative research, publication, and conference projects that relate to their own interests. These groupings will also facilitate future fundraising by articulating specific interest areas with which potential donors might identify.

Need: The arrival of Michael Young as President of the University of Utah has heralded the beginning of a new era for Asian Studies on this campus. As a scholar of East Asian law, President Young has made the expansion of Asian Studies on this campus one of his priorities. In his inaugural address he announced his desire for the establishment of an Asia Center which will be a major focus of the upcoming capital campaign. Governor Jon Huntsman, Jr. has also emphasized the critical importance of both India and China for Utah's economic development and encouraged the expansion of ties with these countries. Asia is increasingly important to the economic and cultural life of the state of Utah and the Intermountain West more broadly. Utah's Asian population increased by over 56% between 1990 and 2000 and is currently over 45,000.ⁱ This is an ethnically and economically diverse group including significant populations of Chinese, Japanese, Vietnamese, Koreans, and South Asians, many of whom play major roles in our community as business owners or as entrepreneurs, engineers and scientists in the state's dynamic high tech sector. Utah's exports to Asia total some \$1,443,000,000, making up nearly one third or 31% of Utah's total foreign exports.ⁱⁱ Over 134 Utah companies, including some of the state's largest employers, do export business in Japan, 86 in Taiwan, 85 in Hong Kong, 82 in China, 77 in Singapore, 75 in South Korea, and 68 in India.ⁱⁱⁱ

President Young and Governor Huntsman's assertions of the importance of Asia for the University of Utah and for the larger Utah community come at a moment when the Asian Studies Program is itself undergoing major change and expansion. With the acquisition of a new position in Korean History in 2005 and a new position in Hindi-Urdu Language and Literature slated for 2006-7, the Asian Studies Program has rounded out its long-standing strengths in China and Japan with new emphases on Korea, India, and Pakistan. Having developed such programmatic breadth, we are now prepared to offer an interdisciplinary Master's degree in Asian Studies, and are submitting a proposal for the new degree along with this one. We are at the same time submitting a proposal to revise the requirements for the Asian Studies major and minor to meet the changing needs of our students and expand the relevance of the program. With the maturation of the Asian Studies Program and President Young's ambitions for Asian Studies on this campus, it is time to establish an Asia Center to coordinate Asia-related research and teaching, facilitate the further development of the program, and serve as a resource for the wider political, business, educational, and arts communities of Utah.

Institutional Impact: The Asia Center will house the undergraduate and graduate programs in Asian Studies and support student initiatives focused on Asia. It will raise development monies to create a series of student scholarships targeted at heritage students, Asian Studies majors, participants in study abroad programs, internships, and students in the M.A. Program in Asian Studies. As funds become available, it will also support student research opportunities and student conferences. These activities will inevitably raise the profile of the program among students and provide incentives for them to take courses on Asia

and pursue majors, minors, or an M.A. degree in Asian Studies. We expect that within three years, we will see substantial growth in enrollments in Asia-related courses and degree programs.

The current director of the Asian Studies Program will initially serve as Director of the Asia Center, overseeing the Asian Studies degree programs and coordinating the Center's activities. The first task of the new Center will be to coordinate recruitment of a new Executive Director with career experience in business or diplomacy and professional ties in Asia who will oversee development and fundraising and interactions with the community, including the programming of seminars and conferences for the general public and for the business, educational, and arts communities. The Center will also have an Advisory Board comprised of members of the faculty representing the diverse sectors of the university involved in Asia-related study, students, and members of the community representing the sectors that have various kinds of interests in or ties to Asia.

Finances: With the completion of the new Humanities Building, the Asian Studies Program will for the first time have its own office space for a director and administrative assistant, so no new space allocation will be required. The Director of the Asian Studies Program will serve as the Director of the new Asia Center during the first three years. The College of Humanities will provide a tenth month of salary and administrative assistance for the director so it is anticipated that there will be no need for new monies for Center administration in the first couple of years. Center activities will initially be supported by drawing on existing Asian Studies development funds in combination with external grants and co-sponsorship with other campus and community entities. However fundraising and grant applications will be the two top priorities of the Asia Center. We have already begun the process of developing donor support for an Executive Director for the Center and for the academic activities of the Asian Studies Program and have raised some \$40,000 in new program funding in 2005-6 alone. We are preparing to apply for a Department of Education Title VI grant as a National Resource Center for Asian Studies in the next cycle in Fall 2008. With its revised and newly flexible B.A. degree, the new M.A. program, and continued success in development to support new faculty lines, scholarships, and community outreach activities, the Asian Studies Program will be in an excellent position to compete for this grant, which would bring substantial funds and prestige to the new Center.

ⁱ U.S. Census Bureau, Population Division.

ⁱⁱ 2005 Economic Report to the Governor, Table 42, p. 86.

ⁱⁱⁱ Governor's Office of Economic Development, Trade Directory, <http://international.utah.gov/directory.html>

B. Utah State University

Master of Science Degree: Plan C (coursework only) - Department of Engineering and Technology Education

Request: Utah State University requests approval to offer a Plan C (coursework only) option within the Master of Science degree in Engineering and Technology Education effective July 1, 2006. The Board of Trustees approved this request at its meeting of 26 May 2006.

Need: At least half of the students seeking a master's degree in the Department of Engineering and Technology Education are practicing teachers either at the secondary level, in the community college

system, or the applied technology colleges. They are pursuing the master's degree during summers or part time during the school year. Students selecting Plan A (thesis) are required to be full time students on campus so they can work closely with their graduate committees in conducting the thesis research and preparing the thesis. The Department has found that it is difficult for part time/off campus students to plan and conduct quality thesis research and the supervision of writing theses and master's research reports created many challenges. A Plan C option would be an advantage to the students and to the faculty, and at the same time it would adequately meet the needs of all.

Institutional Impact: There will be very little impact on the university and department. Utah State University is well established and the preferred institution for teacher professional development. A Plan C will streamline the process and better accommodate the students, the department, and the School of Graduate Studies.

Finances: There will be no additional costs associated with the implementation of a Plan C. There will be a reduction in faculty time since no theses or master's research reports will be required. The student will complete additional coursework, but those classes are already being taught. No new courses are planned.

C. Utah College of Applied Technology

Fast Track Proposal from Utah College of Applied Technology – Automotive Certificate of Completion to be offered at several campuses

Request: Utah College of Applied Technology (UCAT) requests approval, under the Fast Track Program Approval Procedure, to offer a Certificate of Completion in Automotive Technician, effective on August 7, 2006, at the Bridgerland (BATC), Davis (DATC), Mountainland (MATC), Salt Lake-Tooele (SLTATC), Southeast (SEATC), Southwest (SWATC), and Uintah Basin (UBATC) Applied Technology College Campuses.

Automotive technician programs existed on these campuses prior to the inception of UCAT. In September 2003, the Board of Regents approved 40 UCAT Certificates of Completion for programs exceeding one year (900 hours) in length which had been offered as separate campus programs before UCAT was created, and which under Board of Regents policy required approval as UCAT programs. Faculty work groups for each of the 40 programs, representing each participating campus, collaborated to compare and align curriculum into common UCAT Certificates.

Complexities of local program structure, regional employer needs, and program accreditation precluded development of a common automotive certificate that could be presented with the original 40 Certificates of Completion. The automotive faculty work group has continued their work of aligning curriculum, and has now developed an Automotive Technician Certificate of Completion proposal which provides a consistent representation of competency attainment while accommodating regional needs.

Regional Reviews have been completed in each of the participating regions in accordance with R401-4.3.1. The program has been approved by each of the participating Campus Boards of Directors and was approved by the UCAT Board of Trustees on June 7, 2006.

Need: The proposed Automotive Technician program responds to a current and future demand for individuals trained in the latest advances in automotive technology. Employer advisory committee members have expressed a strong demand for highly specialized training in the computerized automotive engine, braking and emissions systems. This training is required on a constant basis since the technology changes so rapidly. This is one of the main training focuses in the Automotive Technician Program. Students who wish to enter the automotive field can enter at a significantly higher wage rate with the specialized training this program offers.

Market Demand: According to the Department of Workforce Services, there were 6,910 automotive service technicians and mechanics in the state of Utah in 2002. The occupation is projected to have 410 job openings per year due to growth and net replacement. As of April 20, 2006 the Department of Workforce Services posted 169 new job openings in Utah. The projection is 9,210 positions statewide for the year 2012 which is a 33 percent job growth. (<http://jobs.utah.gov/opencms/wi/pubs/outlooks/state/statepublish.pdf>).

Student Demand: Yearly student demand is driven by two independent but interrelated dynamics: (1) the constantly changing technology which impacts even smaller employers regardless of their particular businesses, and (2) the reputation for excellence surrounding the applied technology colleges. Because this certificate has so many varying specialties and competencies, there is a high student demand for this subject matter. Student demand is reflected in the figures shown under "Projected Enrollment" and is based on current and past enrollments from participating campuses.

Similar Programs/ Collaboration with and Impact on Other USHE Institutions: As has been stated, the Automotive Technician Certificate of Completion represents continuing campus programs which have been meeting established student and employer needs in each region for several years, and will provide a common UCAT credential for what has previously been provided separately. Automotive programs are offered throughout the state at UCAT campuses and at other USHE institutions with community college roles. They tend to be regionally concentrated due to the student and employment demand and the nature of the training. In instances where related programs are provided within the same region, they are generally differentiated by the content and level of education and employment, the established segment of the population and market best served by each institution with its role and infrastructure, and/or by articulation agreements between the institutions. Each institution's programs have been and will continue to meet established needs.

Finances: The projected five year budget for the proposed program follows. It is important to note that these budget figures represent the entire current operating budgets for the existing automotive technician programs at the seven regional campuses that will be offering the Certificate of Completion. Budget figures include support not only for Certificate of Completion candidates, but also for high school students, short-term programs, and upgrade training that are also provided through the programs. No additional funds are required; this operating budget is currently in place.

	FY 07	FY 08	FY 09	FY 10	FY 11
Salaries	\$807,463	\$837,337	\$873,300	\$905,812	\$942,325
Benefits	\$390,858	\$413,955	\$439,990	\$465,753	\$494,563
Current Expense	\$54,000	\$57,000	\$62,080	\$65,468	\$71,195
Capital	\$30,350	\$32,595	\$63,697	\$34,180	\$35,348
TOTAL	\$1,282,671	\$1,340,887	\$1,439,067	\$1,471,213	\$1,543,431

Funding Sources: The Automotive Technician Certificate of Completion will provide a common UCAT credential for programs previously offered separately by the participating campuses. These programs have sufficient funds to continue operation. The provision of this certificate does not require any resources that are not already allocated. Funding sources for the automotive technician program are legislative allocations, grants, tuition, and fees.

Impact on Existing Budgets: Because this certificate represents training already provided in existing programs, there will be no impact on existing budgets.

Commissioner's Recommendation

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

Richard E. Kendell, Commissioner

REK/LS/JMC

August 22, 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

i. Interdisciplinary Minor in Arts & Technology

The Request: The Interdisciplinary Minor in Arts & Technology is a plan of study designed for the undergraduate student who has a strong interest in interdisciplinary collaboration and a desire to integrate traditional arts with digital technologies (e.g., digital imaging, multimedia presentation, experimental video, web design, 3-D graphics, and computer visualization).

Need: Currently, careers that integrate arts and new technologies consistently rank among students' top choices. We anticipate these sorts of careers will likely become even more attractive to students and more important to our culture and society. Computer technology has become a pervasive and integral component of a myriad of arts practices. The Interdisciplinary Minor in Arts & Technology will provide students with a solid base to understand and help define how digital technology can be integrated into the creative process.

The College of Fine Arts lacks a degree outcome for students who are interested specifically in interdisciplinary collaboration using digital technology in their creative processes. The Interdisciplinary Minor in Arts & Technology will fill this gap.

Institutional Impact: We anticipate little to no institutional impact with the approval of this proposal. At the outset, The Interdisciplinary Minor in Arts & Technology will rely almost exclusively on classes that already exist in the College of Fine Arts and have existed for several years. The only new course is the interdisciplinary capstone class, although new sections of existing courses may be offered solely to students of the Minor based on demand. We do anticipate designing and offering new courses as demand for the Minor increases.

Finances: The Interdisciplinary Minor in Arts & Technology will be financially self-sufficient and will draw its instructors, coursework, and facilities from existing resources. The budget each year will be based on SCH growth income from the previous year's enrollment.

The faculty, facilities, and software are already in place to serve the existing College of Fine Arts curriculum. We perceive no need for additional resources to start this Program. However, as the Program grows in student enrollment and reputation, we anticipate that additional funding resources will accrue.

ii. Reorganization of Geology and Geophysics Majors

The Request: The University of Utah requests approval for the Department of Geology and Geophysics to restructure and consolidate three existing Bachelor of Science degree programs (Geology, Environmental Earth Science, and Geophysics) into a single, renamed Bachelor of Science in Geoscience. The restructured and consolidated Geoscience BS degree incorporates the Core courses common to the three current degree programs and establishes emphases in Geology, Environmental Geoscience and Geophysics in recognition of student demand for identified professional training in those sub-disciplines. The emphases share 100% of the disciplinary core. The restructured curriculum for the consolidated and renamed Geoscience BS degree with emphases is provided in Table 1.

The Geoscience BS degree provides a broad background in basic science and advanced geoscience and is designed for students who intend to seek employment in the earth science or environmental sectors, or who plan to obtain an advanced graduate degree in the earth sciences. In the restructuring, the departmental Core Curriculum remains unchanged from the present requirement. However, the restructured curriculum increases flexibility for students by significantly reducing the number of specified upper division departmental courses that are required, thus allowing students to select electives from a variety of approved courses in departments across the University. The change is in response to the increasingly interdisciplinary focus of the earth sciences and in support of the University of Utah's renewed efforts to foster interdisciplinary studies.

Need: There are several motivations behind the restructuring and consolidation of degree programs. Foremost is to improve the educational experience of our students. Although the present Geology, Environmental Earth Science and Geophysics degrees have differing requirements at the upper division level, they share a large number of required courses in common, including all of the nine Department Core courses. Consolidation of the three science-based degree programs reinforces their interrelationships and commonalities, rather than treating the disciplines as distinct entities.

A second need is to make the BS degree more attractive to students and thus increase the number of majors. Changes to the curriculum provide students with considerably more flexibility in selecting courses that meet their individual needs and interests.

Institutional Impact: No new courses are contained in this restructuring and consolidation, nor does the restructuring involve modifications to individual course offerings or their content or to elimination of courses. The restructuring will have no effect on other departments that require

students to take courses offered by the Department of Geology and Geophysics. The program is in full compliance with articulation agreements with other institutions of higher education in Utah.

None of the restructuring and consolidation requires additional staff or resources. No new faculty, staff, physical facilities or equipment are required.

Finances: There are no additional costs to implement the restructuring of the degree programs. The consolidation of three degree programs into one will simplify the administration of the program and allow more effort to be devoted directly to undergraduate advising.

B. Utah State University

i. Liberal Arts and Sciences Major name change to Liberal Arts College of Humanities, Arts and Social Sciences and College of Science

The Request: Utah State University requests approval to change the name of the Liberal Arts and Sciences (LAS) major to the Liberal Arts (LA) major. The Board of Trustees approved this request at its meeting of 26 May 2006.

Need: Originally, this was a degree program jointly offered by two colleges. This change is needed to reflect current practice within the major, which has evolved to be a major within the College of Humanities, Arts, and Social Sciences (HASS) that does not require an additional science component beyond that required by University Studies. The College of Science does not wish to continue offering this major because it does not meet its core science or mathematics requirements. The humanities, arts, and social sciences (Liberal Arts) emphasis is used widely within the College of HASS and this is the emphasis that will continue under a new name. This emphasis leads to a BA (Bachelor of Arts) degree and requires successful completion of a foreign language, which is in keeping with other HASS majors. Students currently in the major would be allowed to graduate with the liberal arts emphasis within the current LAS major. The Board of Trustees approved this request on April 7, 2006.

Institutional Impact: There will be negligible institutional impact because there are currently few students enrolled in the science emphasis of the LAS degree. Students currently matriculated in this major through the College of Science will be allowed to complete their program.

Finances: There will be no new costs associated with this change.

ii. Specializations in Electrical Engineering and Computer Engineering within the Master of Engineering Department of Electrical and Computer Engineering

The Request: Utah State University requests approval to offer specializations in Electrical Engineering and Computer Engineering within the Master of Engineering degree effective Fall Semester 2006. The Board of Trustees approved this request at its meeting of 26 May 2006.

Need: In 1997, recognizing the trends in Computer Engineering, the Department of Electrical Engineering at USU added a bachelor's degree in Computer Engineering and changed its name to the Department of Electrical and Computer Engineering. The program has grown such that approximately one third of our BS graduates are in Computer Engineering. The department would like to offer two specializations within the Master of Engineering (ME) degree reflecting the different coursework for electrical and computer engineers. Computer engineers need a balance between electrical engineering (emphasizing hardware) and computer science (emphasizing software).

Institutional Impact: Approximately 15 students per year enter our ME program. About a third of our ECE undergraduates are Computer Engineering students. If that ratio holds, we would have about five students per year in the Computer Engineering specialization and 10 in the Electrical Engineering specialization. We are currently making plans to increase the number of masters students (which will also increase the number of ME students).

Finances: No additional costs beyond what is needed for the new Computer Engineering MS degree.

C. Southern Utah University

i. New Photography/Digital Design Emphasis in Existing Bachelor of Fine Arts (BFA) in Studio Arts.

Request: Southern Utah University requests authorization to offer a new Emphasis area for its Bachelor of Fine Arts (BFA) in Studio Arts in the Department of Art and Design effective August 1, 2006. The Emphasis is Photography/Digital Design. The SUU Board of Trustees reviewed and approved the request on May 5, 2006.. Pursuant to R401-5.3.7 this change is a new Emphasis that shares more than 50 percent of the existing disciplinary core with approved degrees and should be sent for notification on the Information Calendar.

Need: SUU receives requests constantly for this program. Twenty percent of the students who interview the Springville Museum of Art's High School Portfolio Day and at Weber's Portfolio Day asked about a degree in photography. **SECTION III: Institutional Impact**

Institutional Impact: The program will have no effect on enrollments in affiliated departments or programs and no impact on administrative structures. The program will require a new faculty line in the near future. There is no expectation for physical facilities beyond that already being undertaken. Only growth would necessitate additional physical resources.

Finances: The cost is extremely small in relation to the usual costs of offering a new degree because of the efficiency of using all the supporting structure that is already in place for Graphic Design, Studio Arts, Art Education, and Art programs.

ii. Minors in Secondary Art Education, Ceramics/Sculpture, Illustration, and Painting/Drawing/Printmaking

Request: The Department of Art and Design at Southern Utah University requests approval to separate the seven options within its existing Art program and offer them as minors in Secondary Art Education, Ceramics/Sculpture, Illustration, and Painting/Drawing/Printmaking. These changes were approved by the SUU Board of Trustees on May 5, 2006.

Need: The Department of Art and Design at Southern Utah University currently offers two minors; one in Graphic Design and one in Art. Students who minor in Art have seven different options for completing the minor. The department would like to separate the options that have approved majors from the Art minor and give them their own specific name. These would be minors in Secondary Art Education, Ceramics/Sculpture, Illustration, and Painting/Drawing/Printmaking.

Institutional Impact: The program will have no effect on enrollments in affiliated departments or programs and no impact on administrative structures. There is no expectation for physical facilities beyond that already being undertaken. Only growth would necessitate additional physical resources.

Finances: The financial impact of this change is neutral. All courses are presently being taught within the existing system of options.

iii. Discontinue the SUU Automotive Technology Program

Request: Southern Utah University requests approval to discontinue its Automotive Technology Program including the Associate of Applied Science Degree in Automotive Technology, the Automotive Certificate of Completion, and the Automotive Certificate of Competency. SUU and the Southwest Applied Technology College (SWATC) have worked out an arrangement as detailed in the April 3, 2006 Memorandum of Understanding (MOU) for the SWATC to offer a certificate program in Automotive Technology. The SWATC has requested through the fast track process along with other Utah College of Applied Technology campuses to offer automotive training.

Need: Over the past three months, SUU has engaged in several discussions with SWATC President Dana Miller regarding discontinuance of the SUU program of Automotive Technology and the approval of a SWATC certificate in Automotive Technology.

Institutional Impact:

The impact of the new emphasis upon existing administrative structures and students should be minimal. Under the terms of the MOU, the transition will occur over a period of one year beginning July 1, 2006 and ending June 20, 2007. To provide for a smooth transition, SUU and the SWATC have agreed to the following conditions:

- SUU will not admit any new automotive technology “majors” for the Automotive Technology Associate of Applied Science degree or the Automotive Certificate of Completion for the fall semester of 2006, or any future semesters at SUU.
- Existing Automotive Technology majors will continue with all regularly scheduled automotive courses for the 2006-2007 academic year being offered for those students that desire to complete SUU certificate or AAS degree graduation requirements, with the

explicit expectation that all of these automotive majors will complete their program of study by June 30, 2007.

- All current automotive majors will be notified that the program will be discontinued at SUU effective June 30, 2007, and no SUU recognized Automotive Technology "degree or certificate" courses will be offered after this date.
- The two existing Automotive Technology faculty members will resign from their positions and tenure at SUU to become full time employees of the SWATC effective July 1, 2006, with full salaries and benefits, to be negotiated between the SWATC and the faculty members.
- The SWATC will provide the necessary faculty load/resources to ensure the necessary instruction for the remaining SUU automotive courses during the 2006-2007 academic transitional year, with no cost to SUU.
- During the 06-07 transitional year, SUU will provide utilization of all existing automotive technology program facilities (including labs, classroom, office/office furniture, storage rooms, internet access, access to the SUU network for the purpose of grading, and access to the automotive instructional media located in the SUU library, etc.) at no cost to the SWATC. All maintenance, modifications, and/or repairs required on the building/facility will remain as the sole responsibility of SUU.
- The entire inventory of all existing automotive program equipment, storage cabinets, hoists, tools, etc. will be transferred to the SWATC, effective July 1, 2006. The responsibility for the maintenance, repair of all equipment and tools, as well as the purchase of all new and/or replacement equipment will be the sole responsibility of the SWATC.
- The SWATC will provide the facilities and equipment for the instruction of the AUTO 1530 "General Automotive" course for as long as this course is required for any SUU degree program (Technology Education, etc.) after July 30, 2007, at no cost to SUU. A qualified automotive faculty member will be hired by SUU as an "adjunct instructor" to teach this course.
- During the 06-07 transitional year, all automotive lab supplies and materials will continue to be funded through a combination of SUU course lab fees and the supply budget provided by the SWATC. Beginning July 1, 2007, all lab supplies/ materials will be funded entirely through the SWATC.
- During the 06-07 transitional year, the collection of payment for "live work repairs and/or parts" provided through the SUU automotive lab courses will continue to be provided by the SUU cashiers office. The provision for "standing purchase orders" for the purchase of automotive parts (from this same account) will be maintained. The automotive faculty will have primary oversight of this account, with secondary account supervision provided by the Department of Integrated Engineering Chairperson. Beginning July 1, 2007, the SWATC will take full responsibility for this account and the payment collection process. As of this date, SUU will no longer be obligated for any funding of the programs, and SWATC will from that date provide all needed and necessary funding to support the programs.
- All automotive instructional materials and teaching resources/references including all lab manuals, textbooks, instructional media, teaching aids, software, service/repair information, automotive technology program video materials currently housed in the SUU library, etc., will be transferred to the SWATC, effective July 1, 2007. The SWATC will have sole responsibility for all software updates and instructional media purchases after this date.

- The Utah Highway Patrol Vehicle Safety Inspection certification/recertification program currently provided by the SUU Automotive Technology through the SUU Short Term Intensive Training (STIT) program will continue as currently constituted until Dec. 31, 2006, with appropriate adjunct compensation paid to the automotive technology faculty members for services rendered as needed. As of Jan. 1, 2007, the Utah Highway Patrol Vehicle Safety Inspection certification/ recertification program will be transferred to the SWATC, and will be administered through the SWATC Short Term Intensive Training (STIT) program.

Finances: There is no anticipated budgetary impact on other programs or units within the institution.

D. Dixie State College

Name Changes of Academic Units

Request: This is a request for a limited academic reorganization at Dixie State College, effective 2006-2007. The names of the academic units will change as indicated in the table below.

Old Designations 2005-2006	New Designations 2006-2008
Divisions:	Schools:
Arts, Letters, and Sciences	Education, Humanities, Arts and Social Sciences
Business, Technology, and Health	Business, Sciences, and Health

Mathematical, Physical and Biological Sciences departments will move to the School of Business, Sciences and Health. Technology (Applied Sciences) and Computer Sciences remain with Business and Health.

Need: Under the current two-dean structure, the administrative workload for the Academic Deans and support staff at Dixie State College is not equitable. If the current reporting structure remains in tact, 81 of the 110 faculty members would be reporting to one Dean, and 29 to the other. The majority of growth for Dixie State College is in core and foundational curricula, such as math, English, and biology. Currently, the two divisions do not equally share in the development and oversight of core and foundational areas. Consequently, faculty growth in the former Arts, Letters, and Sciences, which exclusively contained general education courses except computer literacy, continue to out grow its counterpart, Division of Business, Technology and Health. (For 2006-2007 that growth ratio was 8:1)

In order to more effectively and efficiently administrate growth in academic programs, including the general transfer courses, the Board of Trustees for Dixie State College of Utah has approved a limited reorganization of the reporting structure for academic units, effective 2006-2007. Consequently, the two division names are changing to reflect the departmental realignment, as well as the strategic clusters contained in Dixie State College's academic, strategic plan presented to the Program Review Committee in January, 2006. The new, adaptable structure will accommodate anticipated growth with minimal disruption of academic affiliations for the foreseeable future.

Institutional Impact: The proposed changes will not affect enrollments in instructional programs or affiliated departments. There are no additional facilities, faculty, or equipment required to support the limited reorganization. As previously stated, the changes will impact the workload for the two academic deans and support personnel; it will more equitably distribute supervisory oversight, student-related appeals, adjunct oversight, and accreditation issues between the two academic units.

Finances: There are no significant costs or budgetary changes associated with the limited reorganization. Business cards, department and division stationery supplies are the only projected costs for this change. The financial office will make new reporting cohorts for the purposes of cost reporting.

E. Salt Lake Community College

Biomedical Equipment Emphasis in Electronic Technology Associate of Applied Science

Request: The Biomedical Equipment Technology Emphasis in the Electronics Technology Associate of Applied Science degree will be directed towards providing the student with a career track in the medical field. The field requires electronics and specialized medical instrumentation training, and certification.

Need: The Electronics Technology department was contacted by a local medical center, inquiring about the existence of a Biomedical program. In support of this inquiry, the department conducted a local needs analysis. The data reported indicated a positive need for technicians in this career field. The state of Utah data base for the occupation of "Medical equipment repairers", indicates a +34% change from 2002 to 2012, and approximately 10 annual average job openings. On a National level, it is +15% change and 1,230 openings. The prospect of establishing a B.S. transfer is also possible.

Institutional Impact: The proposed recommendation will increase general education enrollments slightly. Administrative structures should not be affected. The medical equipment required to support the program will be obtained thru various organizations at, or near, donated-cost levels.

The field work experience and internships will reduce required lab equipment at SLCC and utilize equipment in medical centers. The biomedical equipment internships will be in a different spectrum of local medical facilities and should not strain existing medical internship sites. The specialized medical courses will be supported by adjunct industry faculty, while the majority of core electronics classes are common to existing Electronics Technology department degrees.

Finances: The Electronics Technology department anticipates internal cost savings to SLCC programs, such as Biotechnology and Health Sciences, as we move towards working out opportunities to provide equipment support to the medical/lab equipment used within those programs. An initial estimate of additional equipment needed in the Electronics Technology program to support the program is \$1400 per three students. These funds will be sought through Perkins Grants.

F. Utah System of Higher Education (USHE)

Programs Under Consideration/Development at USHE Institutions

Matrices showing programs under consideration or development at USHE colleges and universities are attached.

Utah System of Higher Education Programs Under Development/Construction Section I From: July 2006 through June 2007

Institution	Program Name	Degree Type	Current Status	Projected for Regents' Agenda
U of U	Chemical & Fuels Engineering Human Engineering	Certificate Certificate		
USU	Personal and Financial Planning Aerospace Engineering Interdisciplinary Minor in Latin American Studies Biology:Biotechnology Chemical Engineering	BA/BS MS, PhD Emphasis BS, MS, PhD		2007
	Residential Landscape Design	BS		2007
	Organic/Sustainable Agriculture	BS		2007
	Environmental Studies	BS		2007
	Geographic Information Sciences	BS		2007
	Natural Resources Management and Conservation	MS		2007
WSU	Special Education-Birth to Age 5 Emergency Care and Rescue Crime Scene Investigation	BS BS AS		
SUU	Public Administration Philosophy Equine Science Land Development Sport Conditioning GIS	MA Minor MS MS MS BS	LOI LOI LOI	2006 2006 2006 2006
Snow				
Dixie	Health Management Dental Hygiene Fine Arts Broadcasting Human Communication Aviation Management Respiratory Therapy Secondary Ed Licensure	BS/Emphasis s BS BA/BS Emphasis Emphasis Emphasis AAS		
CEU	Apprenticeship Native American Studies	AAS AA/AS		
UVSC	Deaf Studies Art Education Biotechnology	BA/BS BA BS		

	General Studies/Liberal Studies	BA/BS	
	Software Engineering	BS	
	Economics	BA/BS	
	Engineering Technology (Mechatronics)	AAS/BS	
SLCC	Engineering Technology with four Emphases	AAS	
	Dental Assistant	Cert of	
	Brick Mason	Comp	
		Cert of	
		Comp	
UCAT	Apprenticeship	AAT	10/27/06
	Retail Technology	Cert/AAT	
	Fashion Merchandising (expansion from existing certificate)	AAT	
		AAT	
	Interior Design (expansion from existing certificate)	Certificate	09/15/06
	Automotive Technician (Fast Track)	Certificate	
	Lean Manufacturing	Certificate	
	Telecommunication Technician	Certificate	
	Medical Assisting (alignment of campus programs)	Certificate	
	Fast Track Certificates as needed by business/industry		

Utah System of Higher Education
Programs Under Development/Construction
Section II
From: August 2007 through July, 2009

Institution	Program Name	Degree
U of U	Occupational Therapy	DPT
	Science, Technology, Engineering & Math Education	MS
	Parks, Recreation and Tourism	MPRTM
	College of Health Depts. and Divisions	Interdisciplinary PhD in Health
	Community Development (Env. Studies & FCS)	Undergrad. Certificate
	Anthropology of Religion	Undergrad. Certificate
	Medical Anthropology	Undergrad. Certificate
	Power Politics of Anthropology	Undergrad. Certificate
	Research and Assessment	Undergrad. Certificate
	Pharmaceutical Sciences	BS
	Combined Doctor of Pharmacy/Philosophy	Doctorate
	Utah Entrepreneurship Center (Utec Center)	Center
	Historic Preservation	Certificate
	Gender Studies	Certificate
USU	Public Administration	MPA
	Geography	MS
	Distance-based Master of Social Work	MSW
WSU	Nursing	Masters
	Health Science	Masters
	English Teaching	MA
	Art History	Bachelors
	Forensics Chemistry	Bachelors
	Professional and Technical Writing	Bachelors
	Crime Scene Investigation	Associate
	Education Administration	Masters (track within existing masters)
	Technology Administration	Masters

	Technology Leadership	Masters
	Biotechnology	Bachelors
SUU	Musical Theatre	Bachelors
	Hispanic Studies	Bachelors
	Sports Broadcasting	Bachelors
	Film Studies	Bachelors
	Long Term Care Facilities Management	Bachelors
Snow		
Dixie	Accounting	BS
	Allied Health	BS
	Early Childhood	AS
	Math/Statistics	BS
	Medical Laboratory Technology	AAS/BS
	Educational Paraprofessional	AS
	Physical Therapy	AAS
	Psychology	BA/BS
	History/Poli Sci	BA/BS
CEU	Environmental Science/Environmental Studies	AS,AS
	Outdoor Recreation	AA/AS
	Certified Safety Professional	AAS,AS
	Process Technology	AAS/AS
	Energy Systems	AAS/AS
	Work Ready	Certificate
	Crane Operator	Certificate
	Manufacturing Engineering Technology	Certificate
	Medical Assistant	Certificate
UVSC	Engineering Graphics Design Technology	BS
	Environmental Studies	BA/BS
	Mild/Moderate Special Education	BS
	Construction Management	BS
	French	BA/BS
	Computer Engineering	BS
	Electronic Engineering Technology	BS
	Instrum. & Control Sys. Eng. Tech	BS
	Social Work	BSW
	Culinary Arts	BS
	Veterinarian Technology	AAS
SLCC	Diagnostic Medical Sonography	AAS
	Administrative Professional	AAS
	Essential Studies for Life Skills Development	AS
	Health Sciences Informatics	AS, AAS
	Pre Bio-Engineering	APE
	Genealogy	AAS
	Hospitality Management	AAS
	Nanotechnology	AAS
UCAT	Petroleum Technology	Certificate
	Esthetician	Certificate
	Fast Track Certificates as needed by business/industry	Certificate
	Composite Materials Technology (expansion from existing certificate)	Cert/AAT
		AAT
	Surgical Technology (expansion from existing certificate)	Cert/AAT
	ASL Interpreter	AAT

Welding (expansion from existing certificate)	AAT
Machinist (expansion from existing certificate)	AAT
Heavy Duty Diesel Mechanics (expansion from existing certificate)	Certificate
Mining	AAT
Electronics (expansion from existing certificate)	Certificate
Practical Nursing (alignment of campus programs)	

Commissioner's Recommendation

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

REK/LS/JMC

Richard E. Kendell, Commissioner

September 5, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: New Century Scholarship, Math and Science Curriculum Delivery– Information Item

Issue

At the June 2006 Board of Regents meeting, the Regents approved the Math and Science curriculum for the New Century Scholarship. Each of the USHE credit granting institutions has now responded with their plan for making the courses available for students.

Background

The New Century Scholarship bill was first passed by the Utah Legislature during the 1999 General Session. The bill provided that in addition to Centennial Scholarships awarded under Section 53A-15-102 and Career Teaching Scholarships awarded under Title 53B, Chapter 10, the State Board of Regents and the State Board of Education would jointly award New Century scholarships to students in Utah who complete the requirements for an associate degree by September 1 of the year they qualify to graduate from high school.

The following curriculum was approved as the “rigorous math and science curriculum” required by the new legislation:

Proposed Math and Science Curriculum

General Education Courses

Writing --English 1010 or (4 on the AP-English exam)	3
English 2010 American Institutions	3
History 1700 or Political Science 1100 (or a 3 on the AP History exam)	3

General Education Electives 4-8

Mathematics Courses

Math Prerequisites

Math 1050 and 1060 3-8

Or High School Pre Calculus

Or a 3 on the AP Calculus Exam

Math 1210 4-5

Math 1220 4

Math 2210 3

Science Courses

Chemistry 1210 4

Chemistry 1220 4

Chemistry 1215 Lab

Chemistry 1225 Lab

Physics 2210 4

Physics 2220 Lab

Biology 1210 4

Total Hours Required (Minimum of) 48

The attached matrix shows how each of the USHE credit granting institutions will make the courses available to students.

Commissioner's Recommendation

The is an information item and no formal action needs to be taken.

Richard E. Kendell, Commissioner

REK/GW

New Century Math and Science Curriculum Delivery

	On-Campus									Concurrent Enrollment									Online/Technology Delivered									Independent Study									AP Articulation Available								
	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	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	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	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									
ENGL 1010	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X				X	X	X	X	X	X	X	X										
ENGL 2010	X	X	X	X	X	X	X	X	X	X	X		X				X*			X	X	X	X	X																					
HIST 1700	X	X**	X	X	X	X	X	X	X		X	X	X	X	X		X	X		X	X	X	X																						
POLS 1100	X	X	X	X	X	X	X	X	X	X	X						X	X		X	X	X																							
ECON 1740	X			X				X																																					
MATH 1050	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X*	X	X		X	X	X		X***				X	X	X			X												
MATH 1060	X	X	X	X	X	X	X	X	X	X	X				X		X*	X	X				X				X	X	X			X													
MATH 1210	X	X	X	X	X	X	X	X	X	X	X				X		X			X	X							X	X	X	X	X	X	X	X										
MATH 1220	X	X	X		X	X	X	X	X	X																																			
MATH 2210	X	X	X	X	X	X	X	X	X										X																										
CHEM 1210	X	X	X	X	X	X	X	X	X	X			X					X												X															
CHEM 1215 (Lab)	X	X		X		X	X	X	X	X			X					X																X											
CHEM 1220	X	X	X	X	X	X	X	X	X	X			X					X																X											
CHEM 1225 (Lab)	X	X		X		X	X	X	X	X			X					X																X											
PHYS 2210	X	X	X	X	X	X	X	X	X	X									X											X		X		X											
PHYS 2215 (Lab)									X																									X											
PHYS 2220	X	X	X	X	X	X	X	X		X																				X		X		X											
BIO 1210	X	X		X		X	X	X	X											X																									

* Taught only at CEU campuses or via Distance Education by CEU faculty

** USU 1300 (in lieu of HIST 1700)

*** Snow Spring

U of U Notes

U of U General Ed Requirements can be waived with appropriate AP score but scores do not comport with specific courses. Some departments use scores for course placement

USU Notes

Face-to-Face Locations: Brigham City, Tooele, Uintah Basin

AP Articulation is dependent upon student scores in the respective AP examinations

USU articulates AP to ECON 1500 and 2010; USU articulates AP Math to Quantitative Literacy (1030) - claims that BIO 1210 is now BIO 1610

DSC Notes

Majority of Concurrent Enrollment courses are taught on campus

CEU Notes

CEU has and will continue to provide any of the non-lab courses via EdNet

SLCC Notes

SLCC articulates AP for PHYS 1010, 2010 and 2020 and labs; also articulates BIO 1010

August 30, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Calendar: Academic, Career and Technical Education, and Student Success (Programs) Committee: Graduate Council Reviews

The Graduate School, University of Utah conducted program reviews as specified in Regents Policy R411, Review of Existing programs. The policy requires the institution to conduct periodic program reviews (universities are on a seven-year cycle and community and state colleges are on a five year cycle) and provide a summary of the findings to the Commissioner's Office. All reviews are conducted by institutional personnel and external evaluators.

The University of Utah provided the Commissioner's Office with the following graduate council reviews: School of Accounting and Information Systems; Department of Finance; Department of Marketing; Department of Medicinal Chemistry; Department of Pharmacology and Toxicology; College of Nursing; and Department of Management.

Each review gave the requisite information including student credit hours, FTE, degrees obtained, demographic profile, faculty status, and student/faculty ratios. Program strengths, challenges, and recommendations were included together with an institutional response to the program review teams. The program reviews are on file in the Commissioner's Office.

Graduate Council Review Summaries

1. School of Accounting and Information Systems: The School of AIS is a unit within the David Eccles School of Business (DESB) that operates financially and academically as a department. At the undergraduate level, the joint name of Accounting and Information Systems reflects the two separate programs and undergraduate degrees offered within the unit. At the graduate level, the DESB centrally administers master's and Ph.D. programs for AIS and other units within DESB. This central administration includes three MBA degrees with three areas of specialization: Financial Accounting, Auditing and Accounting Information Systems, and Information Systems. In addition to these centrally administered graduate degrees, AIS offers the Master of Accounting (MAcc) program, which is the only program managed by AIS independent of the DESB program offices and committees. The faculty in AIS participate in DESB committees.

Commendations included DESB support of undergraduate and graduate programs in AIS, the competence of AIS faculty and director, and the progress since the last review with respect to increasing faculty gender diversity, computer facilities and support staff. The recommendations included more core faculty input in undergraduate education, especially with regard to student interactions and career advising, more tenure-track faculty should adopt the teaching load of the auxiliary faculty, and peer review process for teaching quality of the auxiliary faculty should be implemented. Actions are underway to address these recommendations.

2. Department of Finance: The Finance Department in the University of Utah's David Eccles School of Business is a program that is distinguished by a research faculty with a strong record of publication in national journals and a strong record of teaching, as well as innovative and creative programs for the top tier of business students in the school. The faculty are known for work in the finance subfield of financial markets and market microstructure and in the subfield of corporate finance. The Finance Department includes 11 full-time, and two half-time tenured/tenure track professors. In addition, there are 4 full-time lecturers (two of whom are shared with other departments) and 22 auxiliary faculty. The department includes two women faculty; one is a recent hire. Teaching load is split among these three groups, with "research active" faculty teaching three courses per year, primarily at the graduate level and full-time lecturers teaching ten courses per year. The Finance Department offers undergraduate business degrees, an MS in Finance, MBA degrees, and a Ph.D. Students on every level value greatly the quality of research scholarship and teaching produced by the regular full-time faculty. The Finance department offers both an MS in Finance and the MBA degrees. The MS in Finance has been redesigned to replace the thesis or master's project requirement with a comprehensive examination. All of the MBA programs are supported in part through differential tuition. The Ph.D. program in finance is strong, with broad participation of the finance faculty and several Ph.D. courses. The students in the program are required to participate in the University's TA training program and are provided with additional training to improve teaching skills. In return for stipends, Ph.D. students are obligated to serve as research and/or teaching assistants and assume full responsibility for teaching an undergraduate course in their fourth year. Students are required to establish a field of interest early on, and are encouraged to interact with faculty from the first year, in addition to formal advising. Students are encouraged to write sole-authored papers and learn job interview skills while in the program, which has led to improved placements of recent Ph.D. students.

Commendations include clearly articulated values which are reflected in priorities that determine the allocation of resources; support of research; scholarship and graduate teaching; strong leadership from the department chair and dean; and a variety of innovative programs to support the best and brightest students at the undergraduate level, the Ph.D. program, and the Utah Winter Finance Conference. Recommendations include increasing diversity among faculty, increasing program flexibility to allow for earlier finance electives. Also advising of undergraduate students should be improved by creating a specialist in the central School of Business advising office or offering advising in-house. The MBA program should increase flexibility of the MBA curriculum to allow for earlier specialization in finance topics. Also recommended is additional administrative support to the department. Actions are underway to address these issues.

3. Department of Marketing: The Marketing Department resides in the David Eccles School of Business (DESB), which offers important school-wide resources, a clear commitment to research, and strong regionally competitive strength. The DESB offers a variety of school-wide programs:

undergraduate business degrees, MBA degrees, and Ph.D. degrees. Recruitment, advising, and placement for these programs are managed primarily at the school level. Each of the academic departments contributes courses to these programs.

The primary recruitment for undergraduate majors occurs on campus, as students are not admitted until their junior year. The DESB has begun more outreach recruiting to add diversity to the programs and to attract students from underrepresented neighborhoods in Salt Lake and rural communities around the state. Master's student recruitment is handled centrally in the office of a new director who oversees recruitment, program advising, career services, and student placement. The DESB offers three MBA programs: a traditional two-year, full-time day MBA; the Professional MBA (PMBA, offered during evening hours); and the Executive MBA (EMBA, offered on weekends). Admission standards for the day MBA and PMBA are similar (although work experience is weighted more heavily for the PMBA program); the EMBA requires at least 6 years of full-time significant work experience. A previous accelerated MBA program was consolidated with the day MBA in 2004. The DESB offers a Ph.D. in Business Administration with a specialization in each of the academic departments.

Commendations include a productive faculty comprised of mature scholars who have made significant research contributions to various marketing subfields, and strong library and computing support. Additionally, campus business institutions provide excellent learning experiences for students. Recommendations include: (1) hiring new faculty in the context of the new strategic plan that establishes a clear direction for the department future; (2) increasing reliance on regular faculty for course teaching; (3) hiring at least one new faculty with quantitative/managerial expertise; (4) structuring the timing of the core PMBA marketing curriculum to allow earlier specialization in marketing topics; (5) developing a clear and cohesive vision and strategic plan; and (6) exploring strategies to consolidate its MBA programs so that core course offerings can be fewer and larger. Actions are underway to address these issues.

4. Department of Medicinal Chemistry: The Department of Medicinal Chemistry is one of the four units within the College of Pharmacy which enjoys the distinction of being the second highest ranked School of Pharmacy in NIH funding in the US. The department performs important functions within the College of Pharmacy and also within the interdepartmental graduate programs in Biological Chemistry and Molecular Biology. The department participates in a college-wide professional doctorate degree-granting program. This is a four-year professional program leading to a Doctor of Pharmacy, (Pharm.D) degree. Students who earn this degree are eligible to be licensed pharmacists. All tenure-track faculty are involved in the subject of medicinal and physiological chemistry, with emphasis on the chemical, physical and biological properties of medicinal agents. The Department also offers M.S and Ph.D degrees. The graduate program is largely dependent upon the interdepartmental Biological Chemistry and Molecular Biology graduate programs for recruitment and orientation.

The Department has provided leadership in Utah Centers of Excellence and the formation of new commercial ventures through the discovery and development of new chemical agents of pharmaceutical importance. The department also has played a service role to the university community and private sector in providing access and knowledge in the use of expensive enabling technologies for chemical/biochemical analysis, especially nuclear magnetic resonance spectroscopy (NMR) and mass spectrometry (MS).

Commendations include the strength of the faculty, the strong service record of the department in the various programs of the College of Pharmacy and Graduate Programs in Biological Chemistry and Molecular Biology, graduate student quality and accomplishments; strong strategic alignments with the Huntsman Cancer Institute and the new Brain Institute, and state-of-the-art instrumentation in mass spectroscopy and NMR spectroscopy. Recommendations include: (1) hiring new faculty at the Associate Professor level in order to address the challenges it will confront as a result of the retirement of senior faculty; (2) diversifying the faculty; (3) providing interim funding to support faculty research in between grants; (4) establishing a departmental endowment via fundraising from private sources; and (5) promoting a sense of community and identity among faculty and graduate students. Actions are underway to address these issues

5. Department of Pharmacology and Toxicology: Pharmacology deals with the properties and effects of drugs and how they interact with living systems. Toxicology is concerned with toxicities of drugs and other chemicals and the demonstration of the safety and hazards of such substances.

The Department offers instruction in pharmacology and toxicology. Its teaching and research activities range from understanding molecular mechanisms of drug action and/or chemical toxicity to assessment of human exposures to environmental pollutants. The faculty teach pharmacy, medical, and graduate students; offer M.S., Ph.D., M.D./Ph.D. and Pharm.D./Ph.D. degrees; conduct innovative research programs that are well-funded; and provide service to the university, the nation, and the discipline. In addition to the departmental-based graduate program, faculty participate in the interdisciplinary graduate programs in Neuroscience, Molecular Biology, and Biological Chemistry, and the M.D./Ph.D. program. No undergraduate degree is offered by the Department.

Teaching and research capabilities of the department are enhanced by the facilities of the Center for Human Toxicology, and the Anticonvulsant Drug Development Program.

Commendations include the leadership of DPT's new chair, the DPT's faculty, the external support for research, the Center for Human Toxicology, the affiliated Sports Medicine Research and Testing Laboratory, the Anticonvulsant Drug Development Program, the Preclinical Drug Development Program, and student mentoring. Recommendations include: (1) increasing contiguous space enabling the DPT to be able to increase their research productivity and their training program; (2) obtaining university funds to help support first-year graduate students; (3) submitting applications for one or more training grants to support graduate students and postdocs; (4) making more choices available for the required coursework in biochemistry, molecular biology, and cell biology; and (5) recruiting new faculty at the assistant professor level, particularly in the areas of pharmacogenomics and toxicogenomics. Actions are underway to address these issues.

6. College of Nursing: The College of Nursing (CON) at the University of Utah has held college status since 1948 after it had operated as a Department of Nursing Education in the School of Education beginning in 1941. It is supported by the University of Utah's central administration and the Health Sciences Center and promotes the three-fold mission of teaching, research, and practice of the Health Sciences. Through its "two informal divisions" (self-study, page 11), Acute and Chronic Care, and Health Systems and Community-Based Care, it offers two upper division (traditional and accelerated) bachelor degrees and an RN-to-BS degree; two M.S. degrees,

Nursing and Gerontology; and a Ph.D. on campus as well as a distance Ph.D. Extramural, intramural and private foundation funding support the College's research mission which is also promoted through the Emma Eccles Jones Nursing Research Center located in CON. Research funding has increased from \$80,000 to more than \$9,930,000 over the past ten years; and senior scientists, who hold five endowed chairs, direct research interest groups and mentor junior faculty. The College follows a faculty practice plan that supports six faculty practice and student placement sites such as the Stansbury Community Center and University of Utah Health Services.

The College administration includes the dean, three associate deans (Research, Academic Programs, Information and Technology), two assistant deans (Finance and Administration, Clinical Affairs), and two division chairs. While the division chairs oversee performance reviews and faculty assignments, they do not control their own budgets, thus making CON in essence a one-department college. However, the College and its faculty are currently reviewing a proposal for reorganization of the two divisions (CON response, page 2). Similarly, the College is evaluating the role of its Gerontology program, which the reviews describe as disconnected from the CON organizational structure and curriculum. Faculty and students in the program consider gerontology an ill fit for the College of Nursing, as the majority of students are associated with Health or Social and Behavioral Science. However, neither is currently interested in relocating Gerontology nor does the program generate sufficient resources to stand on its own.

Commendations include: (1) strong leadership; (2) a thoughtful and well-articulated mission; (3) a strategic plan that responds well to changes in nursing education, practice, and research; (4) increased extramural funding; (5) the position as a leader in nursing education in the state of Utah; (6) high-quality programs across all levels with successful use of instructional technology; (7) innovative teaching ideas; (8) the distance Ph.D. program in oncology; and (9) and the Clinical Faculty Associate program. Recommendations include supporting the College in its given authority and responsibility to provide direction and oversight of the Gerontology Program. Also, the Gerontology Program needs to be clearly articulated and integrated within the College of Nursing; the College should make diversity of faculty and students a top priority by seeking grants that specifically target the recruitment and retention of minority faculty; and the College must find ways to increase its salaries, secure external funding, and pursue internal strategies that will provide support incentives such as pilot and bridge grants. Actions are underway to address these issues.

7. Department of Management: The Department of Management is one of four departments in the David Eccles School of Business (DESB) at the University of Utah. The Department is comprised of three subject-based groups: Strategic Management (Strategy), Organizational Behavior (OB), and Production and Operations Management and Decision Sciences (POM/DS). The Department is also the home for teaching Business Communications, Business Law, and Statistics. Additionally, the Department provides courses for the undergraduate and master-level programs of the DESB. These courses account for approximately 30% of the School's undergraduate student credit hours (SCH) and approximately 46% of its graduate SCH. The Department participates and supports all School-wide degree programs and also offers an undergraduate Management major and a new major in Entrepreneurship.

Each of the three subject-based groups within the Management Department is a focus for faculty activity and planning, and has an informal, appointed coordinator who provides leadership and represents the group in the larger department. The internal and external review teams both

commented on the lack of senior faculty within the Department. According to the outgoing Chair's response, this is a significant and complex concern. This school year there are now three full professors (two in the Strategy sub-group and one in POM/DS) and one associate professor is currently being considered for full professor. The Department is searching for a senior person in the Organizational Behavior sub-group. While the significant number of research-oriented assistant and associate professors is an excellent positive step, recruiting a senior faculty member may require an endowed chair position.

Commendations include the success in recruiting of younger, more research-oriented faculty from top universities, and the replacement of the two-track tenure system with a single-track tenure system that emphasizes the importance of research. Also commended were the diversity of the faculty and high faculty morale, the Winter Conference, and the two-course sequence in statistics. Recommendations include stabilization of employment and retention of faculty, particularly at the senior level; development of a long-term plan; development of mentoring and support for the faculty at the assistant professor level to assist them in gaining promotion and/or tenure; and the development of a plan to provide consistently high-quality teaching. Actions are underway to address these issues.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the Program reviews submitted by the University of Utah as part of their regular institutional program cycle. Questions and concerns may be raised. No action is required.

Richard E. Kendell, Commissioner

REK/LS/JMC

September 6, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – 2006-2007 Budget for University Hospitals and Clinics

Issue

In past years, Legislative intent language instructed the Board of Regents to approve the operating budget of the University Hospital and Clinics as a condition for the retention of patient fee revenues outside the state's appropriated budget. Even though this language lapsed it seems appropriate to continue to obtain Regent approval for this budget.

Senior Vice President Lorris Betz and Gordon Crabtree, Interim Executive Director, provided the attached summary materials and will be available at the August Board of Regents meeting to respond to questions. The complete budget documents are available for review upon request.

Commissioner's Recommendation

The Commissioner recommends approval of the 2006-2007 operating budget for the University of Utah Hospital and Clinics.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/KGW
Attachments



University Health Care

Board of Regents Sept. 2006

FY 2007 – Budget Presentation

Combined Financial Drivers

- **Key Expense Drivers + (8.4%)**
 - Wages + 3%
 - Health Ins. + 8%
 - Pharmacy Drugs + 7%
 - Med Supplies + 3% - 8%
 - Continued IT growth
 - New Initiatives
 - Costs of Growth—New Moran and New Clinics
- **Key Operation Drivers**
 - Continued Patient Volume Growth
 - New Liver Transplant Program
 - Nursing Restructure
 - Major IT Projects – Care Transformation Project
 - Strategic Initiatives (clinics, etc.)
 - Transition Costs--- Move to Moran II
 - Service Line Focus—Cardiovascular and Neurosciences
- **Revenue Growth + 7.4%**

Combined Financials \$\$

	<u>2006 Unaudited</u>	<u>2007 Budget</u>	<u>Change</u>
– Gross Revenue	\$ 989 M	\$ 1,042 M	\$ 53 M
– Oper. Revenue	\$ 626 M	\$ 671 M	\$ 45 M
– Total Expenses	<u>\$ 607 M</u>	<u>\$ 660 M</u>	<u>\$ 53 M</u>
• Operating Income (Loss)	\$ 19 M *	\$ 11 M	\$ (8 M)
– Net Income	\$ 20 M	\$ 17 M	

***Does not include one-time Revenues of \$20 M**

University Hospital and Ambulatory Clinics



- **Forecast FY 06 Oper. Income**
 - \$14 Million (+one time \$20 Million)
- **Budgeted Op. Expenses FY 07**
 - \$ 442 Million
 - Operating Income
\$ 9.5 Million (2%)
 - Possible Additional One-time Revenue- \$5 to \$15 Million
- **Key Initiatives**
 - IT—Significant Projects—
 - Palliative Care Program
 - Liver Transplant Full Year
 - New ED Observation Unit
 - Moran Separated Out
 - Expand # of Residents
 - OR Remodel/Expansion

Huntsman Cancer Hospital

- **Forecast FY 06 Oper. Income**
 - \$9 Million (+ \$4 Million Depreciation—GAAP issue)
- **Budgeted Expenses FY 07**
 - \$ 89 Million
 - Operating Income
\$5 Million (6%) plus (\$4 Million Depreciation)
- **Key Initiatives**
 - 11 New Physicians
 - Revised support agreement for Medical Oncology/Hematology
 - BMT moved from U Hospital
 - Expand Wellness Center



Orthopaedics Center

- **Forecast FY 06 Operating Loss**
 - \$3 Million
- **Budgeted Expenses FY 07**
 - \$ 22 Million
 - Operating Loss \$1.5 Million
 - 50% (750 K) of Loss covered by Dept. of Orthopaedics
- **Key Initiatives**
 - Volume Increase 16%
 - New Growth in all revenue areas
 - Additional Physicians
 - Center of Excellence
 - Cut some positions
 - Hire new Exec. Director
 - New Department Chair on Board



Community Clinics

- **Forecast FY 06 Operating Loss**
 - \$1 Million (Key Feeder System) (\$7 M to \$8 Million monthly gross charges referred)
- **Budgeted Expenses FY 07**
 - \$ 62 Million
 - Operating Loss \$1.0 Million
 - Patient Satisfaction significant improvement
- **Key Initiatives**
 - Expand visits 8%
 - New Centerville Health Center (\$ 400K Startup)
 - New small clinics (Daybreak; Assoc. Foods)
 - Expand specialty services—Ultrasound, Podiatry, etc.
 - New Medicaid Revenues
 - Central Call Center



New Centerville Clinic

Moran Center

- **Forecast FY 06 Operations**
 - Included with U Hospital and Clinics
- **Budgeted Expenses FY 07**
 - \$ 16 Million
 - Operating Loss \$1.0 Million—
(Includes \$1.2 Million new Depreciation)
- **Key Initiatives**
 - Growth 8% volume
 - New Health Insurance Contract with Select Health



University Neuropsychiatric Institute (UNI)

- **Forecast FY 06 Operating Income**
 - \$ 200 K
- **Budgeted Expenses FY 07**
 - \$ 29 Million
 - Breakeven Operating Position
- **Key Initiatives**
 - Re-negotiate with top 6 payers
 - Expand Inpatient Census
 - Redistribution of Patients for room use efficiency
 - Clinical triage reduce some length of stays



University of Utah Hospitals and Clinics

Days Unrestricted Cash on Hand

	2002	2003	2004	2005	Un-audited 2006	Average
Unrestricted Cash	\$ 50,665	\$ 57,957	\$ 72,790	\$ 44,590	\$ 72,128	\$ 59,000
Restricted/Designated Cash	\$ 20,792	\$ 5,603	\$ 3,643	\$ 5,946	\$ 14,650	\$ 10,000
TOTAL CASH	\$ 71,457	\$ 63,560	\$ 76,433	\$ 50,536	\$ 86,778	\$ 69,000
Expenses less Depreciation (excludes bad debt exp. per GASB)	\$ 411,306	\$ 427,278	\$ 466,728	\$ 521,233	\$ 585,000	\$ 482,000
Days Unrestricted Cash on Hand	45.0	49.5	56.9	31.2	45.0	44.7

Combined Budget Approval \$\$

2007 Budget

- **Gross Revenue** \$ 1,042 M
- **Oper. Revenue** \$ 671 M
- **Total Expenses** \$ 660 M
 - **Operating Income** \$ 11 M
- **Non-Oper. Rev.** \$ 17 M
 - **Investment Income**
 - **IME---Medicaid**
 - **Appropriation**



September 6, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Approving Resolution, University of Utah Hospital Revenue Bonds, Series 2006A and Variable Rate Hospital Revenue Bonds, Series 2006B

The University of Utah Hospital seeks final Regent approval to issue revenue bonds “for the purpose of financing all or part of the cost of the acquisition, construction, equipping and furnishing of a west wing, two levels to the Eccles Critical Care Pavilion and parking expansion at the University Hospital.”

In February 2006, the Board of Trustees and the Board of Regents granted approval for designing, constructing and furnishing a two level vertical expansion of the Eccles Critical Care Pavilion and creation of a complimentary seven level Tower to the west (West Pavilion) and to issue Hospital Revenue Bonds in the aggregate principal amount of \$90 million plus amounts required, if necessary, for capitalized interest and a debt service reserve and for costs of issuance. The parameters, set very conservatively to ensure flexibility, are outlined in the table below.

Parameters: UU Hospital Revenue Bonds, Series 2006A and 2006B	
Principal amount not to exceed	\$105,000,000
Fixed Interest rates not to exceed	6.00%
Variable Interest rates not to exceed	12.00%
Discount from par not to exceed	2.00%
Final Maturity not to exceed	26 years from date of issuance
<i>Optional Call at not more than 101% of par on or prior to: 11 years from date of issuance</i>	

Construction of the West Pavilion and the expansion of the Eccles Critical Care Pavilion will provide 175 private rooms to the University Hospital to allow for all inpatient care units to be private. After decanting from the Hospital's current compliment of semi-private rooms, this will provide for additional capacity of 65 - 70 beds. The construction will improve the approach and front entrance to the University Hospital and include 350 new parking stalls while correcting circulation challenges in the existing patient parking structure.

Regents will recall that the project originally sought \$42 million for a first phase expansion, but was re-authorized by both the Regents and the Legislature for \$90 million to complete all phases of the expansion. The increased scope increases the hospital's competitive position and prevents added costs in the future for construction that would be exceptionally difficult once the first phase was completed.

State Board of Regents
September 6, 2006
Page 2

Careful analysis and multiple Regent presentations found that the debt service is manageable within the hospital budget and that there is sufficient demand for the additional bed space created by the expansion.

The approving resolution is attached to this memo. Staff from the Commissioner's Office and the University of Utah Hospital will be on hand to answer questions.

Commissioner's Recommendation

The Commissioner recommends approval of the Resolution for the University of Utah Hospital Revenue Bonds, Series 2006A and Variable Rate Hospital Revenue Bonds, Series 2006B

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/KGW
Attachments

APPROVING RESOLUTION
UNIVERSITY OF UTAH
HOSPITAL REVENUE BONDS, SERIES 2006

Salt Lake City, Utah
September 15, 2006

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the Board of Regents offices in Salt Lake City, Utah on September 15, 2006, commencing at __:____ a.m. The following members were present:

Jed H. Pitcher	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Daryl C. Barrett	Member
Janet A. Cannon*	Member
Rosanita Cespedes	Member
Katharine B. Garff	Member
David J. Grant	Member
Ali Hasnain	Member
Greg W. Haws*	Member
Meghan Holbrook	Member
James S. Jardine	Member
Michael R. Jensen	Member
David J. Jordan	Member
Nolan E. Karras	Member
Josh M. Reid	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member

* Non-voting member from State Board of Education.

Absent:

Also Present:

Richard E. Kendell	Commissioner of Higher Education
Joyce Cottrell, CPS	Secretary

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah University of Utah Hospital Revenue Bonds, Series 2006.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH HOSPITAL REVENUE AND REFUNDING BONDS, SERIES 2006A AND ITS UNIVERSITY OF UTAH VARIABLE RATE HOSPITAL REVENUE BONDS, SERIES 2006B IN THE TOTAL AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$105,000,000; AUTHORIZING THE EXECUTION OF A FIFTH SUPPLEMENTAL INDENTURE OF TRUST, A STANDBY BOND PURCHASE AGREEMENT, BOND PURCHASE AGREEMENTS, AN OFFICIAL STATEMENT, A REMARKETING AGREEMENT, AN ESCROW AGREEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of University of Utah (the “University”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended and the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (collectively, the “Act”); and

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

WHEREAS, pursuant to a General Indenture of Trust, dated as of November 1, 1997 between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board previously issued, for and on behalf of the University, (among others) its State Board of Regents of the State of Utah, University of Utah Hospital Revenue Bonds, Series 1998 (the “Series 1998 Bonds”) its State Board of Regents of the State of Utah, University of Utah Hospital Revenue Bonds, Series 2001 (the “Series 2001 Bonds”) and its State Board of Regents of the State of Utah, University of Utah Hospital Revenue Refunding Bonds, Series 2005A (the “Series 2005A Bonds” and collectively with the Series 1998 Bonds and the Series 2001 Bonds, the “Outstanding Bonds”); and

WHEREAS, the General Indenture authorizes the issuance of Additional Bonds to be issued on a parity with the Outstanding Parity Bonds; and

WHEREAS, pursuant to the Act and Section 63B-14-202, Utah Code Annotated 1953, as amended (the “Legislative Authorization”), the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University, as may be deposited into a special fund, for the purpose of (i) financing all or part of the cost of the acquisition, construction, equipping and furnishing of a west wing, two levels to the Eccles Critical Care Pavilion and parking expansion at the University Hospital (the “Project”), (ii) funding any required deposit to a debt service reserve fund, (iii) refunding a portion of the Outstanding Bonds (such portion referred to herein as the “Refunded Bonds”), and (iv) paying costs of issuance related thereto; and

WHEREAS, to benefit the Board and the University by achieving a debt service savings due to present lower interest rates, the Board may elect to refund the Refunded Bonds; and

WHEREAS, to accomplish the purposes set forth in the preceding recitals, the Board desires to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Hospital Revenue and Refunding Bonds, Series 2006A and the State Board of Regents of the State of Utah, University of Utah Variable Rate Hospital Revenue Bonds, Series 2006B (or such other title and/or series designation(s) as may be determined by the officers of the Board) (respectively, the “Series 2006A Bonds” and the “Series 2006B Bonds”, and collectively, the “Series 2006 Bonds”) in an aggregate principal amount of not to exceed \$105,000,000, pursuant to the General Indenture and a Fifth Supplemental Indenture of Trust between the Board and the Trustee (the “Fifth Supplemental Indenture” and collectively with the General Indenture, the “Indenture”); and

WHEREAS, all or a portion of the Series 2006B Bonds may bear interest at variable rates and be subject to tender for purchase in accordance with the provisions of the Fifth Supplemental Indenture; and

WHEREAS, the Board desires to provide liquidity support for the purchase price of all or a portion of the Series 2006B Bonds in the event of their tender by entering into a Standby Bond Purchase Agreement (the “Standby Bond Purchase Agreement”) among the Board, the University, Wells Fargo Bank, N.A. as Tender Agent (the “Tender Agent”) and DEPFA BANK, plc (the “Bank”); and

WHEREAS, the Series 2006 Bonds and the Board’s obligations under the Standby Bond Purchase Agreement and the Indenture shall be payable solely from the University’s revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, in connection with the funding of an escrow to provide for the advance refunding of the Refunded Bonds, the Board will enter into an Escrow Deposit Agreement with the Trustee, as escrow agent (the “Escrow Agreement”); and

WHEREAS, there has been presented to the Board at this meeting form of Bond Purchase Agreements (collectively, the “Bond Purchase Agreements”) to be entered into among (i) the Board, the University, and Lehman Brothers Inc., Morgan Stanley & Co. Incorporated and Zions First National Bank, as underwriters for the Series 2006A Bonds and (ii) among the Board, the University, and Lehman Brothers Inc. as the underwriter for the Series 2006B Bonds (collectively, the “Underwriters”), a Remarketing Agreement (the “Remarketing Agreement”) among the Board, the University and Lehman Brothers Inc., as remarketing agent, a form of the Standby Bond Purchase Agreement, a form of a Preliminary Official Statement relating to the Series 2006 Bonds (the “Preliminary Official Statement”), a form of the Escrow Agreement and a form of the Fifth Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to consider the debt service savings generated due to the refunding of all or a portion of the Refunded Bonds and to approve the bonds to be refunded and to approve the final interest rates and interest rate determination methods, principal amounts, terms, maturities, redemption and tender provisions, and purchase prices at which the Series 2006 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2006 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2006 Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 4. The Fifth Supplemental Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved

and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Fifth Supplemental Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 10 hereof.

Section 5. For the purpose of providing funds to be used for (i) financing all or a portion of the costs of the Project, (ii) funding any required deposit to a debt service reserve fund, (iii) refunding the Refunded Bonds, and (iv) paying costs of issuance of the Series 2006 Bonds, the Board hereby authorizes the issuance of the Series 2006 Bonds in the aggregate principal amount of not to exceed \$105,000,000. The Series 2006 Bonds shall mature on such date or dates and be subject to redemption, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The Series 2006A Bonds bearing a fixed rate of interest shall bear interest at a rate or rates of not to exceed 6.0% per annum. The Series 2006B Bonds bearing variable rates of interest shall bear interest as provided in the Indenture; provided, however, that in no event shall such rate exceed 12.0% per annum. The issuance of the Series 2006 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2006 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rate determination, tender, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2006 Bonds and to deliver the Series 2006 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2006 Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2006 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2006 Bonds shall be sold to the Underwriters with an Underwriters' discount of not to exceed .50% of the face amount of the Series 2006 Bonds. The Bond Purchase Agreements in substantially the forms presented to this meeting are hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreements in substantially the same forms and with substantially the same content as the forms of the Bond Purchase Agreements presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2006 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized

by Section 10 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are hereby authorized to consider the debt service savings generated by refunding all or a portion of the Refunded Bonds and to specify and agree as to the bonds to be refunded and the final principal amounts, terms, discounts, maturities, interest rates and determination methods, redemption features and purchase price with respect to the Series 2006 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreements and the Fifth Supplemental Indenture.

Section 8. The Remarketing Agreement, in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Remarketing Agreement in substantially the same form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 10 hereof.

Section 9. The Standby Bond Purchase Agreement, in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Standby Bond Purchase Agreement in substantially the same form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 10 hereof.

Section 10. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Fifth Supplemental Indenture, the Series 2006 Bonds, the Bond Purchase Agreements, the Remarketing Agreement, the Standby Bond Purchase Agreement, the Escrow Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 11. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University,

are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 12. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, the Remarketing Agreement, the Standby Bond Purchase Agreement, the Escrow Agreement or the Bond Purchase Agreements to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 13. Upon their issuance, the Series 2006 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2006 Bonds, the Bond Purchase Agreements, the Standby Bond Purchase Agreement, the Remarketing Agreement, the Escrow Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Series 2006 Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 14. After any of the Series 2006 Bonds are delivered by the Trustee to or for the account of the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2006 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 15. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 16. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 17. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 15TH DAY OF SEPTEMBER, 2006.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

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

(SEAL)

Chair

ATTEST:

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on September 15, 2006 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 15th day of September, 2006.

Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the September 15, 2006 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on _____, 2006, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on _____, 2006, at least 24 hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2006 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on November 15, 2005 at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on November 15, 2005 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 15th day of September, 2006.

Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2006 BONDS

Principal amount not to exceed	\$105,000,000
Interest rates not to exceed	6.0% for fixed rate bonds and 12.0% for variable rate bonds
Discount from par not to exceed	2.0%
Final Maturity not to exceed	26 years from date of issuance
Optional Call at not more than 101% of par on or prior to:	11 years from date of issuance ⁽¹⁾

⁽¹⁾ All or any portion of the Series 2006 Bonds maturing after 11 years from the date of issuance may be designated to be non-callable upon a determination by the Chair, Vice Chair or Chair of the Finance, Facilities and Accountability Committee or the Vice President for Administrative Services of the University that it would be in the best financial interests of the University.

September 6, 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:

1) USHE – UofU and USU – Capital Facilities Delegation Reports (Attachment 1). In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/MV
Attachments

September 6, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Preliminary Draft 2007-08 Budget Request Categories

In preparation for the 2007 General Session, Commissioner Kendell and staff, in consultation with the University and College Presidents, have developed preliminary budget request categories for Regent review and discussion. Budget categories have been developed to support the basic operating needs of each institution and to identify resources needed to realize the policy priorities of higher education. Particular attention is given to initiatives that will improve preparation for higher education and that will foster higher participation and completion rates.

Categories included in this year's basic budget request include salary retention funds for key faculty and staff members, infrastructure costs related to fuel and power, operation maintenance costs, and information technology needs. Increases for workforce development initiatives and student success issues of retention and graduation are suggested as well. Staff has also recommended that Regents support an increase in ongoing funds for student financial aid, New Century Scholarships and the Utah State Scholars Initiative. More detail is provided in the budget sheet, attached.

Comments and suggestions received will be incorporated into the final 2007-08 Budget Request for Regent consideration in the October Meeting.

Commissioner's Recommendation

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

REK/MHS/KGW/KLH
Attachment

Richard E. Kendell,
Commissioner of Higher Education

DRAFT

Utah System of Higher Education

Estimated Operating Budget Request Summary (Tax Funds Only)

FY 2007-08 and FY 2006-07 Supplemental

ESTIMATED FY 2007-08 STATE TAX FUNDS ADJUSTED BASE BUDGET \$ 650,300,600

USHE BUDGET PRIORITIES		\$0
<i>Basic Budget</i>		
1. Compensation		-
A. Equivalent State Employee Compensation Package ⁽¹⁾		
B. Salary Retention Funds		
2. Efficiency and Productivity		-
A. Utility Rate Increases		
B. IT Security and Licensing Costs		
C. Database and Disaster Recovery Management		
D. O&M Requests for State and Non State Funded Projects		
E. Academic Library Consortium		
3. Access		-
A. Access and Program Support for New Students		
B. Hearing Impaired Student Translators		
<i>Participation and Completion</i>		
4. Focused Participation Rate Increases		-
A. Student Financial Aid		
(1) UCOPE		
(2) Mandated Federal Aid State Match		
B. Student Retention & Graduation		
5. Workforce Development		-
A. Engineering & Computer Science Initiative		
B. Nursing Initiative		
C. Teaching - T.H. Bell		
D. CTE Equipment		
6. Institutional Priorities and Partnerships ^{(2), (3)}		-
A. Partnerships		
<i>Preparation</i>		
7. Student Support and Success		-
A. New Century Scholarships		
B. Utah State Scholar Initiative and Regent Scholarships		
ONE-TIME INCREASES		\$0
1.		\$0
A. Engineering & Computer Science Initiative		
B. Nursing Initiative		
C. Teaching - T.H. Bell		
D. Scientific Equipment		
E. Equipment - Network Infrastructure		
F. Equipment - Disaster Recovery		
SUPPLEMENTAL INCREASES		\$0
1.		\$0
A. New Century Scholarship		
B. Utility Rate Increases		
C. Information Technology One-time Staffing Cost		
D. Hearing Impaired Student Translators		
REQUEST SUMMARY		
<u>USHE Budget Priorities</u>		\$0
	USHE Priorities Request Percent Increase	0.0%
<u>One-time Increases</u>		\$0
<u>Supplemental Increases</u>		\$0

Notes:

These preliminary budget priorities have not been approved by The Board of Regents and are based on internal staff discussions.

UEN & UCAT Budgets are considered separately from the USHE budget.

(1) 1% Tax Funds: Salary & Wages \$4,049,900; Salary Related Benefits \$819,500; Health \$567,300; Dental \$44,700; State Retirement \$134,600

(2) A budget request for "Special Institutional Initiatives" may be submitted separately.

(3) A budget request for "Mission Change" may be submitted separately.

September 6, 2006

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Information Technology Strategic Plan

Issue

Under the direction of Assistant Commissioner/CIO Dr. Steve Hess, chief information officers from USHE institutions and the Utah Education Network have developed an *Information Technology Strategic Plan* to guide IT policy decisions within the Utah System of Higher Education. The Strategic Plan presents values, vision, goals and action items centered on the theme of "central coordination and local control."

Commissioner's Recommendation

No action is necessary. This report is for information only.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS

Information Technology Strategic Plan

*Utah System of
Higher Education*



August 28, 2006



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Executive Summary

Information Technology Strategic Planning Process

This plan is the result of discussions involving higher education Chief Information Officers (CIOs) representing all college and university campuses, the State Board of Regents, and the Utah Education Network. Consensus was reached regarding the values, vision, goals and action items that will support this plan. As a result of collaboration among the participants, this document will

- Identify information technology trends in Utah higher education.
- Determine which IT areas are best managed locally, on a specific college or university campus, and which initiatives would benefit from shared efforts and/or central coordination. Determine what role the UEN should play. Establish discussion forum for IT issues that will be managed locally.
- Develop a plan to advance and sustain critical IT functions within higher education in Utah, including legislative funding requests as appropriate.

Guiding Values

The IT planning process is guided by shared values and principles which include

- Central coordination and local control.
- Institutional collaboration.
- Common standards as a goal.
- Fiscal responsibility / efficiency.
- Openness / full disclosure among institutions and with governance and policy bodies.
- Reliable services.
- Some limited centrally provided services.

The Vision – Client Focused

The Information Technology plan envisions an environment wherein

- A full range of information services are available on demand, independent of time and place.
- Communications, media and information services are unified, integrated and delivered on converged networks and systems to improve functionality for the end user and cost effectiveness for the institutions.
- Information technologies and services are delivered with the end-user as the focus. End user expectations are met. Services are as easy to use as E-Bay and as comprehensive as Google, with every item of information free and searchable.
- Faculty and students enjoy the best possible academic experience on campus and on-line.

Core Enablers

Higher Education Chief Information Officer's planning, coordination, and collaboration efforts will focus on critical information technology components that serve as foundations which enable administrative and academic services.

Plans and Policies

CIOs will embrace best practices in the performance of their responsibilities. Plans and policies will be shared among institutions to advance the adoption of best practices. The Initial focus will be on IT security policy. Plans and policies will support legislative and regulatory requirements.

Unified Communications

Unified communications describes a converged communications environment where voice, video, e-mail, cellular services come together to facilitate seamless communications between different technology platforms. For example, it should be possible to integrate voicemail with email systems, calendaring and collaboration systems with land based and cellular telephone devices. Video, voice and data transmission should share a common network infrastructure.

Administrative Systems

Most of Utah's colleges and universities have implemented the Sungard Banner system to perform administrative computing functions. The availability of administrative computing staff and level of operational expertise varies among institutions. Institutions are now collaborating on improving operations and service delivery. Such collaboration activities can range from knowledge sharing to system co-locations and shared staff specialists.

Information Technology Security

IT security continues to be a top priority for all higher education institutions. The ability to provide a high level of IT security varies among institutions. A coordinated effort can serve to raise the level the expertise that now varies significantly among colleges and universities.

Disaster Recovery and Business Continuity

Information technology has changed the face of education. Colleges and universities rely on IT resources for virtually every operational aspect of higher education. For students, faculty, researchers, health care providers, and staff, IT resources are not optional. All colleges and universities identify disaster recovery and business continuity as areas that require significant improvement.

Systems and Network Infrastructure

Colleges and Universities rely on the Utah Education Network for a comprehensive array of network services. Network reliability and capacity are critical components of viable security, disaster recovery and business continuity plans.

Efficient Use of Taxpayer Funds

Financial resources are limited. Software costs escalate each year, while critical infrastructure components are aging, in some cases, beyond their useful lives. The ability to retain key IT personnel is affected by changes in the economy and competition with the private sector. The provision of essential IT services is dependent on our ability to stretch funding resources. Coordinated purchasing, collaboration, and knowledge and resource sharing will help guarantee that our constituents receive the highest possible value from their tuition and tax dollars.

Chief Information Officers

Chair

Stephen Hess

Chief Information Officer, State Board of Regents

Members

Don Gardner

Chief Information Officer, Weber State University

Eric Hawley

Associate Vice President, Utah State University

Stephen Hess,

Associate Senior Academic VP, The University of Utah

M.K. Jeppesen

Vice President, Utah State University

Gary Koeven

Dean, Information Services, Dixie State College

Eric Mantz

Chief Information Officer, College of Eastern Utah

Shawn Lindow

Chief Information Officer, Snow College

Glen Pryor

Assistant Provost, Southern Utah University

Mike Peterson

Executive Director, Utah Education Network

Jim Pulliam

Chief Information Officer, Salt Lake Community College

Mark Spencer

Associate Commissioner, Utah System of Higher Education

Jim Stewart

Director, Technical Services, Utah Education Network

Kevin Taylor

Director, Planning and Policy, The University of Utah
State Board of Regents

Ray Walker

Assistant Vice President, Chief Information Officer, Utah Valley State College

Trends

The identification of IT Trends within the Utah System of Higher Education reveals significant risks and opportunities

Laptops and Student Labs

The use of laptops among students, faculty and staff is increasing.

- There is a definite trend in the growth (coverage and capacity) of wireless networks. Each campus has a wireless direction based on local requirements.
- There is a trend on some campuses indicating a decreased use of general computing labs. This may allow funds currently spent on student computing labs to be redirected to other infrastructure, such as wireless networks to support laptops. This trend does not apply to specialty labs such as those that serve a specific set of applications related to the activities of a specific college or department.
- The use of servers to deliver software applications to lab computers is increasing as opposed to installation of applications on individual machines.

IT Security

IT security continues as a top priority on all campuses. In spite of its extreme importance, IT security has not been adequately funded.

Disaster Recovery and Business Continuity

Every campus expresses an increasing need for disaster recovery options, including

- A remote hot site for banner/oracle/etc. operations.
- Web based services that can continue to operate if the primary physical location is out of service. (Example – universities that survived hurricane Katrina hosted web services remotely.)

Network Infrastructure

Network bandwidth usage is rapidly increasing to deal with traditional IT plus VoIP, toll reduction, video distribution and on-demand media services, web conferencing, etc.

- “Peer to Peer” P2P traffic is increasing and now includes commercially provided voice over IP (VoIP) services (e.g., Skype).
- Disaster recovery plans are dependent on the availability of reliable, high capacity network connections to a remote disaster recovery site.

Network and Systems Monitoring

IT security, disaster recovery and business continuity requirements cause an increased need for network management tools, service monitoring, application monitoring, load testing software, and browser testing tools.

Data Storage

The growth of administrative, academic, and research data is driving the acquisition of data storage systems.

Data Centers

Information technology resources must be located in controlled environments. Environmentally appropriate data center space, including sufficient and reliable electrical power, air conditioning, security, etc., is at a premium. Demand for such space is growing faster than the ability to construct it.

Regulation

Increased attention to regulatory issues is required.

- CALEA wire tapping requirements could be interpreted such that additional IT costs are incurred in order to comply.
- FCC Universal Service Fund deliberations could result in increased cost of voice services.

End-User Expectations

End user service expectations are constantly increasing. Users demand that academic and administrative services and systems be available 24 x 7.

Service Management

IT operations are increasingly adopting service management processes and techniques such as ITIL – IT Infrastructure Library best practices for IT service delivery.

Escalating Costs

Escalating software and hardware costs are increasing the need for participation in system-wide software and hardware vendor agreements. Much of the installed base of server and network hardware is at or near the maximum recommended and supported life of the equipment.

Retention of Professional IT Staff

The job market for IT professionals has improved, making salaries a major staff retention issue. HR position/pay analysis compares staff pay among institutions of higher education. Higher education is competing with the private sector salaries making institutional comparisons less meaningful.

Content Management

Content management is the ability to organize and present web-based information in a way that is most useful to the end users. Content management and portal services are becoming more important as the amount of web based information services increases.

Central Coordination and Local Control

This plan gives specific attention to which IT functions are best managed locally, which functions would benefit from some level of central coordination and collaboration, and which functions rely on the efforts of the Utah Education Network

Locally Managed Functions

Unified Messaging

Unified messaging refers to a set of services including wired and mobile telephone services, e-mail, voice mail, cell phone/PDA devices, text messaging, and other services and devices that facilitate communication among people and organizations.

While these functions are identified as “locally managed,” the CIOs plan to facilitate discussion forums, create best practices, share policies and other activities that will benefit all institutions.

Email Systems

CIOs will embrace best practices in the performance of their responsibilities. Plans and policies will be shared among institutions to advance the adoption of best practices. The Initial focus will be on IT security policy. Plans and policies will support legislative and regulatory requirements.

- Institutions are using various E-mail systems. The consensus is that E-mail is best managed locally at each campus as opposed to an effort coordinated by the Regents office.
- Most institutions are using E-mail as an official means of communication to students. Some require use of a University provided E-mail address. Others allow students to choose a private E-mail address or have not made a final determination regarding what E-mail address will be used for official communications.
- Storage capacity and associated costs are an issue at most institutions. Most limit E-mail storage or the length of time that E-mail is stored, including attachments.
- The handling of attachments contributes to system performance degradation and increased storage requirements. The University of Utah is working with XAPIO to develop a “mail stripping” system. If successful, this will be available to all institutions.
- Weber State asks that attachments larger than 20Mb be sent using www.yousendit.com, a free internet based service.
- Some schools are focusing on moving official communications to Portal sites, where messages can be pushed to the intended audience based on assigned roles.
- To facilitate official communications SLCC is configuring their network such that each network logon presents the campus portal.
- Weber plans to “push” announcements to mobile telephones.
- UVSC is looking into methods to mirror the way students already communicate with each other, via text messaging, pod casting, E-mail, etc.

Next Generation Voice Systems

- Each institution has selected voice systems based on local requirements. Most systems are, at least IP enabled, with some being full IP implementations.

- Eric Hawley, Utah State University, will survey the institutions to determine status of voice, cellular, messaging, unified communications, etc. and to begin to outline best practices for these services.

Cellular Services

- Cellular phones are increasingly multiple use devices that perform cell phone, wired phone replacement, PDA integration, mobile computing, and other functions.
- Several institutions have adopted or are in the process of adopting cell phone policy that brings the schools into compliance with IRS rules. This includes establishing an “allowance” or “stipend” to pay for business use of personally owned cellular phones. The other option is to establish policy that requires complete documentation of personal and business calls per IRS rules.
- Cellular coverage has been an issue on large and highly distributed campuses. At this point, a preferred approach for improving coverage for multiple carriers is to involve a third party to manage negotiations with carriers for cell sites and/or to implement distributed antenna systems with a common carrier base station.

Campus IT Governance

IT at each institution is governed by advisory boards and councils of one type or another. These governance entities are formal at some schools and informal at others. The purpose of campus IT governance is to ensure that decisions regarding IT investment are made under the direction of campus leadership and end-users as opposed to IT staff.

Centrally Coordinated Efforts

The following are areas where every institution may benefit from centrally coordinated and collaborative efforts.

Administrative Systems

The Board of Regents has reported that important administrative data received from the colleges and universities is not always consistent and sometimes is not received on a timely basis.

Different Institutions / Different Needs

There is significant disparity in resources and specialized expertise among the schools. Some processes lend themselves to central coordination. Others will require planning and resources. Examples of the varied issues among the institutions include:

- Because certain system administrations functions do not occur on a regular basis some schools find it difficult to maintain the level of expertise required to operate, maintain and otherwise administer systems. For example CEU has expressed a need for help with Sun systems administration because administrative functions don't occur often enough to maintain expertise. They would benefit from a shared system administration resource.
- Data base administration is an expensive, high specialized discipline. Dixie State College would benefit from having access to a shared data base administrator resource.
- Some schools have in-house programming expertise that allows creation and customization of administrative reports. Others do not have such expertise and may borrow from those who do or go without.

- Full banner functionality comes through customization. Smaller schools lack the resources to accomplish this.
- SLCC had the experiencing of outsourcing IT functions to a corporate third party. While this resulted in greater access to a broader resource pool, it was costly. “In-sourcing” shared resources is an opportunity to expand resources at a lower overall cost.
- Three campuses use versions of Banner’s Luminus portal system to serve as a vehicle for disseminating information and to provide a web interface to administrative services. Smaller campuses cannot afford the Luminus solution, nor do they have staff to maintain portal services.
- Web content management is a local enterprise that employs various solutions dependent on local needs. Central coordination is not anticipated in this area.
- Version upgrades sometimes require infrastructure upgrades as well. For example, Banner version 7 adds functionality but runs slower than version 6. This problem is remedied with an upgrade to version 8; however version 8 requires an expensive hardware upgrade.
- The legislature has mandated the use of a unique identifier to be used by all students in public education and higher education in Utah. The unique identifier will originate within public education, and be managed by the State Office of Education. Colleges and Universities are ready to input the identifier in administrative systems when available. It is not clear how this will be applied to out-of-state students and private school students.

Recommendations

- A Banner Systems committee has been organized to address various end-user and operational issues related to the Banner system. Don Gardner, Weber State University CIO will supervise the efforts of the working Banner committees.
- Focus committee on addressing specific question, i.e. (1) What amount of resource is necessary to ensure all institutions can operate efficiently and at an acceptable level of service? (2) What would be the gain in adding a few shared resources as opposed to adding resources at each needy school? (3) Is it possible to make the creation of reports more flexible, or to standardize on reporting tools? (4) Have end-user needs been defined so that technical requirements can be established? (5) Would it be possible to tie equipment co-location to the need for disaster recovery sites?
- The Banner committee will test the feasibility some centralized functions, beginning with system administration.
- The Banner committee will investigate and attempt to define what all schools administrative systems should look like 5 years out? For example: Should all schools be using Linux in 5 years, as opposed to more expensive UNIX based systems.
- To ensure the maximum return on investments, the Banner committee will develop possible funding models that tie some centralized administrative computing functions to the need for disaster recovery and business continuity needs (discussed later).

Information Technology Security

IT Security is an area where it makes for high education institutions to join forces and coordinate efforts. Our institutions employ excellent IT security professional who are able to share their expertise to raise the level of IT security though the Utah system of higher education.

Recommendations

An IT Security (and Disaster Recovery) Committee has been organized, co-chaired by Jason Tracy of Salt Lake Community College and Troy Jessup of the Utah Education Network. The activities of the IT Security Committee will be supervised By Eric Mantz, College of Eastern Utah CIO. The security committee will focus on the following:

- IT Security Plans. Ensure that each campus has a security plan in place.
- IT Security Policy. Establish policy that outlines the roles and responsibilities of data stewards, custodians, managers, and end-users.
- Systems and Network Monitoring. Determine what set of tools should be available to each institution and define best practices for monitoring.
- Audit Team. Establish a team of security professionals to perform IT security audits at each institution. Matt Brace, USHE, will organize USHE level IT security audit groups as directed by the committee.
- IT Security Practices. Develop best practices for preventative and operational security.
- Utah SAINT Team. Participate fully in the Utah SAINT group which is functioning as a part of the statewide UEN security effort to deal with security incident response and mitigation.
- Infrastructure, firewalls, etc. Determine if the appropriate infrastructure is in place to support security best practices.
- Funding. Determine funding gaps that deter IT security best practices.

Disaster Recovery and Business Continuity

All institutions acknowledge the need for disaster recovery plans, including a state strategy for the development of a hot site for banner/oracle and other critical IT resources. Under the direction of Jim Pulliam, Salt Lake Community College CIO, the disaster recovery committee with representatives from CEU, USU, SLCC, UEN, UHEA, WSU, and UVSC, will address the following recommendations.

Recommendations

- Develop requirements and service level agreements for a hot site.
- Define requirements for hardware, software, human resources for administrative systems support.
- Define requirements for network connectivity to support disaster recovery and business continuity.
- Establish a lease agreement with the State of Utah ITS department for space in the Richfield data center.
- Engineer and identify costs for a hot site to be located in the Richfield data center.

Financial Planning

Higher Education CIOs together with the State Board of Regents office will work together to organize budgets and possible funding requests to address plans that emerge from the committee efforts that have been organized.

Recommendations

- Funding for infrastructure, software and disaster recovery.
 - During the 2006 legislative session, \$1.8M was requested to cover increasing software costs. \$900K was appropriated. The need continues at the \$1.8M level.
 - Hardware replacement. The aging infrastructure serving critical IT processes and resources places all institutions at risk. Typical server life is 4 yrs. Much of the existing server infrastructure is either rapidly approaching, has met, or currently exceeds the useful life of these important machines. These aging machines will be identified for replacement.
 - Each year that passes without the funding necessary to replace and/or upgrade aging hardware increases the cost. Institutions will be surveyed again to include new machines and to update the age.
 - The CIOs will prepare an equipment replacement schedule to be presented to the legislature.
 - The CIOs will prepare a budget to support a Disaster Recovery Plan to ensure business continuity and the ability to respond to a disaster.
 - Funding Requirement for Infrastructure. It is anticipated that as much as \$6M is needed to deal with aging equipment (servers, routers, etc.) and growth. In many cases, these investments are also necessary to ensure the security of critical and sensitive IT resources.
- Funding for currently unfunded central support and disaster recovery for critical services provided through Banner systems is estimated to be approximately \$500K.
 - Database Administration - \$120K ongoing personnel cost.
 - System Administration (computing hardware operations) - \$120K ongoing personnel cost.
 - Computer, storage, and network hardware - \$260K ongoing hardware
- Mark Spencer will discuss IT personnel salary/retention issues with the HR Committee and Council of Presidents.

Service Provided in Cooperation with UEN

System and Network Infrastructure

UEN – All higher education institutions rely on UEN for network connectivity. The CIOs discussed whether or not there is adequate bandwidth between the state data center in Richfield and other locations to support disaster recovery and business continuity requirements.

- UEN plans to migrate lambdas currently used for CVDS (video/data) service to be used for high bandwidth connections to support disaster recovery.
- Higher Education is connected to the Internet using commodity (commercial) connections, Internet 2 (I2, Abilene Network) and National Lambda Rail (NLR). The University of Utah and UEN participate in planning groups that direct I2 and NLR.
 - The University of Utah pays \$1M over 5 years to be a member of NLR.

- I2 and NLR are not merging networks at this point in time.
- At many institutions, network infrastructure, meaning routers, switches, etc., are aging and /or unable to handle growing bandwidth demands.

Recommendations

- We need to determine how to pay for SEGP traffic. (SEGP traffic is non-higher education institution's portion of Internet 2 costs.) UEN budgets were short the amount necessary to pay for SEGP traffic. A temporary measure will be used to pay the difference owed for FY06.
- Subsequent years SEGP should be paid through legislative appropriations as are all other UEN network services.
- Ray Walker, Utah Valley State College CIO, will oversee the activities of a network infrastructure committee.
 - Develop a plan in support of disaster recovery and business continuity efforts.
 - Identify the cost of replacing and/or upgrading aging network infrastructure.
 - Pursue initiatives that will improve network monitoring and management for higher education.
 - Recommend best practices for network operations.

Leadership

CIO Oversight Assignments

Committees that are currently operating or planned will function under the oversight of assigned CIOs.

Don Gardner CIO, Weber State University	Administrative Computing (Banner) Committee
Jim Pulliam CIO, Salt Lake Community College	Disaster Recovery and Business Continuity Committee
Eric Mantz CIO, College of Eastern Utah	Information Technology Security
Ray Walker CIO, Utah Valley State College	Network & Systems Infrastructure
Eric Hawley Associate Vice President, Utah State University	Unified Messaging
Stephen Hess CIO, Utah System of Higher Education Mark Spencer Associate Commissioner of Higher Education	Legislative Funding Initiatives

APPENDIX A
PROJECT PLANS

Unified Messaging

<p>1. Survey college and universities to determine how schools are addressing</p> <ul style="list-style-type: none"> a. Next generation voice b. Cellular services c. Email d. Text messaging e. PDA integration. <p>Develop set of best practices.</p>	<p>Responsible: Eric Hawley, USU</p> <p>Timeline: Ongoing</p> <p>Budget: N/A</p> <p>Comments: For information purposes, to facilitate discussion in CIO meetings. Possible best practices.</p>
<p>2. Facilitate discussion forums for topics listed in No. 1.</p>	<p>Responsible: Eric Hawley</p> <p>Timeline: Ongoing</p> <p>Budget: N/A</p> <p>Comments: CIO Forums</p>

Administrative Systems

<p>1. Oversee the efforts of Banner committees currently in place. Improve organization as needed.</p> <p>Responsible: Don Gardner</p>	<p>Responsible: Jean Fruth, WSU and Jeanette Ormond, SUU or co-chairs of working committee under direction of Don Gardner, WSU.</p> <p>Timeline: Ongoing</p> <p>Budget: N/A</p> <p>Comments: Committee meeting is held weekly via UEN. Weeks are dedicated to specific disciplines (hr, payroll, student services, etc.) Entire committee meets quarterly.</p>
<p>2. Address these issues:</p> <ul style="list-style-type: none"> a. What resources are necessary for efficient Banner operations at all schools? b. What productivity and functional gains occur as resources are added? c. Determine methods of improving reporting for all institutions. d. Define end-user needs and match to technical requirements. 	<p>Responsible: Don Gardner, WSU</p> <p>Timeline: c & d are ongoing.</p> <p>Budget: N/A</p> <p>Comments: Results of a & b (essentially complete) will contribute to FY07 budget request.</p>

3. Test feasibility of providing some centralized support functions, starting with System Administration.	<p>Responsible: Don Gardner, WSU</p> <p>Timeline: Mar 07</p> <p>Budget: N/A</p> <p>Comments: This will be done in conjunction with disaster recovery planning as explained in that section.</p>
4. Develop a 5 year projection for Banner systems, including what hardware platform is envisioned.	<p>Responsible: Don Gardner, WSU</p> <p>Timeline: May 07</p> <p>Budget: N/A</p> <p>Comments: Effort will compare operations using Sun and Intel based machines.</p>
5. Develop funding models for centralized services. Integrate cost estimates with disaster recovery plans.	<p>Responsible: CIO Team</p> <p>Timeline: to be presented to legislature in 2007</p> <p>Budget: see below</p> <p>Comments:</p>

Information Technology Security

1. Ensure that each campus has a security plan in place.	<p>Responsible: Eric Mantz, CEU, Security Committee</p> <p>Timeline: January 07</p> <p>Budget: N/A</p> <p>Comments:</p>
2. For each campus establish policy that outlines the roles and responsibilities of data stewards, custodians, managers, and end-users.	<p>Responsible: Eric Mantz, CEU, Security Committee</p> <p>Timeline: January 07</p> <p>Budget: N/A</p> <p>Comments:</p>
3. Determine an appropriate set of tools to be available to each institution for monitoring and define best practices for network and systems monitoring.	<p>Responsible: Eric Mantz, CEU, Security Committee</p> <p>Timeline: March 07</p> <p>Budget: TBD</p> <p>Comments:</p>

4. Establish a team of IT security specialists to perform IT security/vulnerability audits at each institution.	<p>Responsible: Matt Brace, SBR, Security Committee</p> <p>Timeline: January 07</p> <p>Budget: TBD</p> <p>Comments:</p>
5. Develop best practices for operational and preventative IT security.	<p>Responsible: Eric Mantz, CEU, Security Committee</p> <p>Timeline: March 07</p> <p>Budget: N/A</p> <p>Comments:</p>
6. Ensure that all IT personnel responsible for IT security are participating on the Utah SAINT (incident response) team.	<p>Responsible: Eric Mantz, CEU, Security Committee</p> <p>Timeline: ongoing</p> <p>Budget: N/A</p> <p>Comments: Improve participation of all institutions.</p>
7. Determine if appropriate infrastructure is in place to support IT security best practices. Compare current practices with best practices and identify funding issues that prevent closure of the gap between current and best practices.	<p>Responsible: Eric Mantz, CEU, Security Committee</p> <p>Timeline: March 07</p> <p>Budget: TBD</p> <p>Comments: Prepare list of equipment/software</p>

Disaster Recovery and Business Continuity

1. Develop technical requirements and service level agreements necessary for the operation of a "hot-site" disaster recovery facility	<p>Responsible: Jim Pulliam</p> <p>Timeline: March 07</p> <p>Budget: N/A</p> <p>Comments: Each institution will identify and document critical business processes and conduct a business impact analysis. Service level agreements will be aligned with each institution's requirements.</p>
2. Define hardware, software, staffing requirements to support administrative systems.	<p>Responsible: Jim Pulliam</p> <p>Timeline: Oct 06</p> <p>Budget: \$300K annual ongoing</p> <p>Comments: Each institution will initially provide their own hardware and software where possible. It has been requested that 2 full-time positions be funded for this project.</p>

3. Define network connectivity requirements to support system backups and restores.	<p>Responsible: Jim Pulliam</p> <p>Timeline: Oct 06</p> <p>Budget: N/A</p> <p>Comments: Each institution will define connectivity requirements to UEN. UEN will provide connectivity to the Richfield facility.</p>
4. Define lease agreement terms for space in the Richfield data center (agreement between higher education and the State of Utah ITS department).	<p>Responsible: Kevin Taylor</p> <p>Timeline: Oct 06</p> <p>Budget: N/A</p> <p>Comments: Kevin Taylor has agreed to assist with the development of the lease agreement.</p>
5. Engineer and identify costs for a hot-site to be located in the Richfield data center.	<p>Responsible: Jim Pulliam</p> <p>Timeline: March 07</p> <p>Budget: \$82K annual ongoing. \$1 Million one time. (see comments)</p> <p>Comments: \$1 million one-time for hardware/software, \$82k on-going for rack space (rental at Richfield) and 2 staff positions (DBA and Administrator). Once funding has been approved, the DR team will finalize plans for equipment and staff.</p>

System and Network Infrastructure

1. Establish permanent funding source for SEGP Internet 2 traffic. Sponsored Education Group Participants (SEGP) are institutions affiliated with I2 participating schools (UofU and USU).	<p>Responsible: Stephen Hess</p> <p>Timeline: October 06</p> <p>Budget: \$82,000 annual ongoing</p> <p>Comments:</p>
2. Develop network plan to support disaster recovery site located at Richfield, connecting all colleges and universities.	<p>Responsible: Mike Peterson</p> <p>Timeline: October 06</p> <p>Budget: UEN Budget</p> <p>Comments: UEN to convert use of existing facilities to broadband connectivity between Richfield and Institutions.</p>

3. Identify network monitoring and management tools to improve network operations.	<p>Responsible: UEN and Infrastructure Committee</p> <p>Timeline: October 06</p> <p>Budget: TBD</p> <p>Comments: Infrastructure Committee investigating Compuware or other similar software for network systems monitoring.</p>
4. Identify age and condition of system and network infrastructure. ID systems that require replacement.	<p>Responsible: Ray Walker and Infrastructure Committee</p> <p>Timeline: October 06</p> <p>Budget: \$3M one time</p> <p>Status: Updating report developed for 06 legislative session.</p>

Financial Planning

<p>1. Develop a funding plan to replace old infrastructure and to cover increased software costs.</p> <p>a. FY07 funded \$900K for software increases.</p> <p>b. Identify equipment that must be replaced due to age or lack of vendor support.</p> <p>c. Prepare and equipment replacement schedule for all equipment regardless of age.</p>	<p>Responsible: Stephen Hess, Mark Spencer</p> <p>Timeline: October 06</p> <p>Budget: \$900K software ongoing \$3M aging infrastructure one time</p> <p>Comments: Based on update of analysis prepared for 06 legislative session.</p>
<p>2. Prepare a funding request to be presented to the 2007 legislative session.</p> <p>a. Shared database administration</p> <p>b. Systems administration</p> <p>c. Data storage, network and computing hardware for disaster recovery site.</p>	<p>Responsible: Stephen Hess, Mark Spencer</p> <p>Timeline: October 06</p> <p>Budget: Disaster Recovery hardware, \$1M one time Shared database and systems administration, \$300K ongoing Richfield Center Space, \$82K ongoing</p> <p>Comments:</p>
<p>3. Analyze IT Professional salaries, comparing higher education with industry benchmarks.</p>	<p>Responsible: Mark Spencer</p> <p>Timeline: January 07</p> <p>Budget: TBD</p> <p>Comments: to address competition with industry salaries.</p>

APPENDIX B
FUNDING REQUEST

Ongoing Annual Costs

1. Software	\$900,000
2. Database and system management staff	\$300,000
3. Richfield Data Center Rack Space Rental	\$82,080
4. Internet 2 SEGP Funding	\$82,000
TOTAL ONGOING	\$1,364,080

One Time Costs

1. Hardware/software for Richfield Disaster Recovery Site	\$1,000,000
2. Replacement of aging systems and network infrastructure	\$3,000,000
TOTAL ONE TIME	\$4,000,000

September 6, 2006

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Southern Utah University – Follow-up Report on Property Purchase

Issue

During the July Regent meeting the Board of Regents authorized Southern Utah University to purchase an apartment complex/dormitory adjacent to campus. The details of the sales price were not final at that time, so the Regents placed some parameters on the purchase and authorized the SUU Board of Trustees to authorize the final deal.

Subsequent to the meeting SUU completed the purchase, acquiring the property for \$695,000, an amount \$100,000 less than the appraised value. Funds for the purchase came from auxiliary reserves and will be restored with rental income over the next seven years.

The attached letter from SUU's Acting Vice President for Business provides additional detail.

Commissioner's Recommendation

Information only.

REK/MHS/KGW
Attachment

Richard E. Kendell
Commissioner of Higher Education



VICE PRESIDENT FOR ADMINISTRATIVE & FINANCIAL SERVICES
351 WEST UNIVERSITY BOULEVARD
CEDAR CITY, UTAH 84720
(435) 586-7721 FAX: (435) 865-8479

August 26, 2006

Commissioner Richard E. Kendell
Utah System of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Kendell:

RE: Property Purchase Ratification

The Board of Regents approved, at its July 28, 2006 meeting, the request of SUU to purchase an apartment complex on Dewey Avenue, subject to approval by our Board of Trustees. Through great involvement and input from our Trustees, we completed the purchase on August 1, 2006 at a price of \$695,000, which was \$100,000 less than the appraised price.

Within a week of acquisition, the complex that had only two renters was 100% occupied. This semester, for the first time in recent memory, all Resident Living units are 100% occupied, with waiting lists.

We appreciate the Board approving this purchase in a very short time-frame, with the flexibility to complete the transaction at great savings to the University and a tremendous benefit to our students.

Sincerely,

Dorian G. Page, CPA
Interim Vice President

cc: Dr. Gregory L. Stauffer, Interim President
Dwayne Nielson, Chairman SUU Board of Trustees

September 6, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Salt Lake Community College – Sale of Metro Learning Center Building

In 2004 the Regents approved the purchase of the Salt Lake Community College Metro Learning Center. At the time the purchase was part of an effort to get out of an unfavorable ten-year lease that began at \$500,000 then escalated to \$650,000 per year. The Legislature concurred with the Regents in determining that the best option for the College was to use a combination of financing from private lenders and the Salt Lake City RDA. This option provided flexibility to control the property and make decisions based on enrollment patterns.

The College recently received an offer from a buyer willing to purchase the property for \$5.2 million. This appears to be a fair offer, in that the price meets the average of two recent appraisals. The first, in December of 2005, valued the property at \$4.375 million and the second, done in July of 2006, estimated the value to be \$6 million. The offer includes free rent for the college worth approximately \$300,000. If the college were to market the property through a broker, additional costs of up to \$350,000 could be incurred through fees and commissions. In effect, the college is receiving value for the property of \$5.85 million.

The property was originally purchased to protect the State from spending millions of dollars in leases. A purchase was a preferred financial arrangement for the State while preserving the opportunity to build programs downtown. Although the downtown campus offered potential, ultimately the enrollments were lower than anticipated. The current opportunity to sell the property appears to be in the best long-term interest of the college. The college will continue to serve the downtown area with locations and programs sized to student demand.

Following Executive Committee approval, the College and DFCM moved forward with the transaction, which is scheduled to close on October 6.

Commissioner's Recommendation

Information Only.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/KGW/BRF

September 6, 2006

MEMORANDUM

To: State Board of Regents

From: Richard E. Kendell

Subject: Federal Action on Permanency of Tax-exempt Status for 529 College Savings Plans

The favorable federal tax treatment for qualified withdrawals from Section 529 college savings plans is now permanent. Previously, the favorable treatment was set to expire after December 31, 2010.

Withdrawals for qualified higher education expenses from 529 plans such as the Utah Educational Savings Plan (UESP) will continue to be tax exempt. Qualified higher education expenses include tuition, books, and fees. Also included is room and board for students who are enrolled at least half-time.

The law change was included in the Pension Protection Act which was signed by the President on August 17, 2006. All five members of Utah's Congressional delegation supported the tax change for 529 plans.

Richard E. Kendell, Commissioner

REK:lw

September 6, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Review and Reaffirm Strategic Directions—Action Item

In June 2005, the Board of Regents adopted six new Strategic Directions for 2005-2007: K-16: Increasing Expectations and Enhancing Student Success; Improving Student Retention and Graduation Rates; Meeting the Needs of Disadvantaged and Minority Students; Building Utah's Workforce; Linking Funding to Institutional Missions and Roles; and Higher Education's Role in Building Utah's Economy: Building Institutional and Business Partnerships. Staff identified several critical systemwide issues that need to be addressed, and formulated several specific steps to take that would cause measurable progress in each of the Strategic Directions.

Attached is a staff report that indicates what specific progress was made in Year 1 (2005-2006) as well as the priorities for action in Year 2 (2006-2007). Also attached is the list of goals for the Office of the Commissioner for the 2006-2007 academic year.

Both of these documents reflect the underlying policy foundation upon which the new messaging campaign is based. In order to emphasize that the messaging campaign is simply a focused extension of these previously developed goals and objectives, we have prepared the following classification demonstrating how the components of the messaging campaign will weave together the various policy directions already underway.

Message: Preparation

Relevant Strategic Directions: K-16: Increasing Expectations and Enhancing Student Success; Improving Student Retention and Graduation Rates (particularly the focus on concurrent enrollment); and Meeting the Needs of Disadvantaged and Minority Students.

Relevant OCHE Goals: #1 (Implement and monitor policy initiatives consistent with the Strategic Directions plan); # 10 (Create better incentives and services for Utahns to participate in UESP); #11 (Support the newly created Alliance between public education and higher education and implement the key objectives as outlined).

Message: Participation

Relevant Strategic Directions: Improving Student Retention and Graduation Rates; Meeting the Needs of Disadvantaged and Minority Students.

Relevant OCHE Goals: #1 (Implement and monitor policy initiatives consistent with the Strategic Directions plan); #3 (Establish the Commissioner's Office as the principal source for higher education policy development and analysis in the State); #8 (Use the Office of the Commissioner as an accurate and effective voice for advocating the value of higher education and its goals to increase preparedness, participation, and degree completion); #9 (Support UHEAA as a fundamental asset for helping students finance the costs of higher education); #10 (Create better incentives and services for Utahns to participate in UESP); #11 (Support the newly created Alliance between public education and higher education and implement the key objectives as outlined).

Message: Completion

Relevant Strategic Directions: Improving Student Retention and Graduation Rates; Meeting the Needs of Disadvantaged and Minority Students; Building Utah's Workforce; Linking Funding to Institutional Missions and Roles; Higher Education's Role in Building Utah's Economy; Building Institutional and Business Partnerships.

Relevant OCHE Goals: #1 (Implement and monitor policy initiatives consistent with the Strategic Directions plan); #2 (Modify UCAT legislation to support and sustain a system of regional technical colleges/campuses that complements the Utah System of Higher Education); #3 (Establish the Commissioner's Office as the principal source for higher education policy development and analysis in the state); #5 (Create and maintain positive, constructive relationships with the Governor and his policy and budget staff, and with legislative leadership of both parties); #6 (Be effective in the higher education political community and develop/maintain the capacity to influence the agenda and actions of the legislative and the executive branches of government to the benefit of the USHE); #7 (Prepare a comprehensive legislative request that reflects the needs of institutions and that includes strategies for securing the resources as requested); #8 (Use the Office of the Commissioner as an accurate and effective voice for advocating the value of higher education); #9 (Support UHEAA as a fundamental asset for helping students finance the costs of higher education).

Again, while they do not explicitly match up perfectly with the messaging campaign, all of the Strategic Directions and the OCHE goals have been developed with the intent of helping more high school students prepare for college, increasing the number of students participating in college, and improving the number of Utah adults who complete college degrees and certificates. Future versions of the Strategic Directions and OCHE goals will be refined to more closely reflect this three-pronged focus.

Commissioner's Recommendation

The Commissioner recommends the Regents reaffirm the Strategic Directions 2005-2007 which were adopted in June 2005, and endorse the 2006-2007 Goals for the Office of the Commissioner, as the policy scaffolding for the messaging campaign, and as the overall roadmap for improving higher education in Utah.

Richard E. Kendell, Commissioner

REK:dsd
Attachments



July 18, 2006

I. K-16: Increasing Expectations and Enhancing Student Success

Issues	Year 1 Progress	Year 2 Priority/Progress
<p>Lack of awareness by students and their parents of USHE institution admission standards and expectations for success in achieving a degree</p> <p>Inadequate pre-college counseling and college level academic advising</p>	<p>-A K-16 alliance has been established and is meeting regularly with participation from the Governor, Governor Deputy on Education, Chair of Regents, Chair of Board of Education, State Board Members, Legislators, and Community Members</p> <p>-Discipline-specific task forces have been established to ensure comparability of content to facilitate transition to college.</p> <p>- The <i>Achieve to Succeed</i> document will be distributed to all 8th grade students, parents, counselors, teachers, and school administrators in August. This document provides details on the benefits of higher education and clearly explains the high school preparation necessary to ensure student success in post-secondary education</p> <p>-A public information campaign has been designed</p> <ol style="list-style-type: none"> direct mailing to students in August Counselor Training Workshop in June for all K-12 Counselors and Regents Staff Still in the process of media events 	<p>-This Alliance is meeting regularly</p> <p>-Comparability of courses has been completed for math and writing</p> <p>-<i>Achieve to Succeed</i> is ready for distribution in August</p> <p>-As a follow-up to this campaign, a multimedia presentation is underway for 8th-10th grade students to rouse their interest in higher education. This presentation will be available for school assemblies, individual DVD distribution, and for school counselor use.</p>
<p>Lack of rigorous high school curriculum</p>	<p>- Regents Scholar Award has been established and was approved by State Board of Education, Universities and Colleges, and the Regents</p> <p>-Grant was awarded (\$300,000) to pilot State Scholars Initiative in 4 school districts</p> <p>-New Century Scholarship revised to reflect a 3.0 GPA requirement and an option has been added for a rigorous math and science program</p>	<p>-A tracking system will be in place for the Regents Scholar Awardees.</p> <p>-Currently, private funding is being sought for Regents Scholar Award</p> <p>-SSI will be implemented in the Pilot Schools</p> <p>-New Century will be implemented</p>

<p>Fewer high school graduates going to college than 10 year ago</p> <p>The achievement gap/college participation rate between whites and minorities</p>	<p>-A summit is planned to highlight the importance of higher education and narrowing the enrollment gap between K-12 and higher education</p> <p>-The Coalition for Utah's Future has established a subcommittee on higher education to focus on the achievement gap and other critical higher education issues</p>	<p>-Other initiatives will be established</p>
<p>No mechanism to "track" students from K-12 through their post-secondary education</p>	<p>- 2006 Legislation for "common student identifier" passed</p> <p>-<u>Student Tracker</u> grant awarded by UHEAA to USHE institutions</p>	<p>-A "common student identifier" for improved data collection and accountability has begun</p> <p>-A national database with funding from USEP has also been established</p>
<p>Inconsistency of placement tests</p>	<p>-Standardization of placement tests and scores for each USHE institute has been an ongoing discussion issue for the K-16 Alliance</p> <p>- Consideration is given to a much greater use of ACT/SAT measures K-16</p>	<p>-Both of these issues are still under discussion</p> <p>-Currently in the process of Aligning Public Education Assessments and Standards with Higher Education Assessments, Standards, and Expectations</p> <p>a. Commitment from higher education to align placement test</p> <p>b. Adoption of ACT for high schools to replace UBSCT is being discussed</p>

II. Improving Student Retention and Graduation Rates: Role of Remedial Education, Access, and Concurrent Enrollment

Issues	Year 1 Progress	Year 2 Priority/Progress
<p>Newer and more diverse incentives for improving retention, time to graduate, and graduation rates need to be studied</p> <p>Improved institutional performance is needed on retention, time to graduate, and graduation rates.</p>	<p>-A retention conference for the state was held in March, all institutions were represented. Institutions request a yearly event</p> <p>-Statewide research on retention gathered (The common identifier plan and student tracker will facilitate research in this area)</p> <p>-A Research Analyst was hired to identify strategies and interventions that work in student retention."</p> <p>-The following issues have been identified for further discussion</p> <ol style="list-style-type: none"> increase the number of well-trained academic advisors eliminate barriers to timely program completion/graduation increase need-based financial aid and scholarships provide better funding for student services programs <p>-Student success initiative, which would have provided funding to address many of these issues, was presented to legislature. Funding was not provided.</p>	<p>-Work in progress for 2nd annual Utah Higher Education Retention conference</p> <p>-A report has been written: <i>Student Retention and Completion in Higher Education</i></p> <p>-Institutional and System-wide retention goals (short-term and long-term) have been completed. Budgets will be developed based on these goals.</p> <p>-The Board should explore new funding models that would offer student and institution incentives for their completing baccalaureate degrees in four academic years, such as reduced tuition.</p>
<p>Data is needed to support the value of remedial education</p>	<p>-Research Analyst has extracted statewide data for a report on remedial course work and later academic success.</p> <p>-A task force has been established and a policy paper written</p> <p>Alternatives for delivering remedial courses are being structured by the CAOs and Research Analyst.</p>	<p>-Remediation benchmarks will be set after the data are analyzed</p> <p>-All of these issues are still in the process of being completed</p> <p>-The Alternatives will be implemented</p>
<p>Data is needed on concurrent enrollment</p>	<p>-Task force on concurrent enrollment has been established to address quality issues, funding, and new legislation</p> <p>-Research Analyst is in the process of formally evaluating concurrent enrollment in terms of later academic success.</p>	<p>-Quality Standards for concurrent enrollment have been established with a new funding process developed in collaboration with USHE and USOE</p> <p>-Task force and research projects are currently ongoing</p>

III. Meeting the Needs of Disadvantaged and Minority Students

Issues	Year 1 Progress	Year 2 Priority/Progress
Utah's participation rate crisis Need to address the achievement gap between rich and poor and develop action agenda Need to address the achievement gap between white and minority students and develop action agenda.	<ul style="list-style-type: none">-Task force has been structured for the minority and disadvantaged students with representatives from institutions and ethnic groups-Task force has investigated other state's initiatives and proposals that address minority and disadvantaged students-Collecting institutional data on minority participation and completion for past 10 years and on programs that address the issues-Worked with USOE, public school officials, and financial aid officers to develop a plan for implementation of Academic Competitiveness Grants in Utah-Utah Legislature provided \$2.25 million for need based financial aid	<ul style="list-style-type: none">- The task force is in the process of developing an action plan for the Regents and Utah Legislature-Task force will work on developing 1 or 2 action items for the issues- In the process of organizing a symposia with representation from all USHE institutions and the community at large that will identify educational barriers experienced by minority and disadvantaged students

IV. Higher Education: Building Utah's Workforce, Now, and Future

Issues	Year 1 Progress	Year 2 Priority/Progress
<p>A perception exists that USHE is not meeting the needs of today's workforce</p> <p>USHE needs to monitor job needs and stay in front of a rapidly changing job market</p> <p>USHE must publicize success and report strategic plans</p>	<ul style="list-style-type: none">-A task force has been established and a policy paper has been written-Research Analyst has been hired to develop workforce needs and graduates in the workforce-The Commissioner's office is in the process of developing a public information plan targeting students, industry, and key policy makers to communicate how education benefits students and the state's economy. The plan will include a listing of workforce requirements and system resources-The Jobs Now program is in the process of being developed further to meet the existing and future employer needs for jobs-Specific workforce issues (engineering, nursing) have received legislative support-An initiative to prepare teachers for future enrollment growth is underway. Former Dean David J. Sperry has been hired.	<ul style="list-style-type: none">-A conference sponsored by USHE is underway to identify key workforce needs, trends in the workforce, and corresponding funding initiatives-Program is now in operation-This initiative is still in process of being completed

V. Linking Funding to Institutional Missions and Roles

Issues	Year 1 Progress	Year 2 Priority/Progress
<p>USHE needs to prioritize and prepare a budget request that is deemed effective and efficient</p> <p>The Regents need to prioritize and articulate the most pressing needs of the entire System</p> <p>CFOs and the Finance Committee should come to agreement on items to be considered mandated costs.</p> <p>USHE needs to consider ways to infuse mission consideration, including change of mission, into budget priorities</p>	<p>-The plan for a 75% state support/25% tuition payment support split was prepared for the Legislature. Funding was not provided</p> <p>-Faculty retention funding for 2006 was implemented with excellent results. A plan for 2007 received support but ultimately was not funded.</p> <p>-Infrastructure costs were funded with both ongoing and one-time funds. HETI funds provided, UEN initiative funded</p>	<p>-Continue compensation as a high priority</p> <p>-Continue infrastructure support to enhance the experience of current students</p> <p>-Provide funding to increase IT security</p> <p>-Increase student access by increasing college-going participation rate by one-half percent per year</p> <p>-Convert one-time student financial aid funding to ongoing</p> <p>-Preserve and enhance program quality by funding state initiative and institutional priorities</p>

VI. Higher Education's Role in Building Utah's Economy: Building Institutional and Business Partnerships

Issues	Year 1 Progress	Year 2 Priority/Progress
Higher education needs to be integrated into some sort of statewide plan or initiative Utah needs to settle on a plan and move it ahead with adequate resources	<p>-USTAR legislation was passed, which will have a major impact on research and development capacity of the two research universities. Other institutions will draw into this initiative either as sites for the outreach programs or as centers for high tech workforce development.</p> <p>-The Commissioner and USHE assisted in the development of a framework (structure and funding) for Regional Innovation Centers. The USTAR legislation created an outreach program in as many as five locations and was funded by \$4.0 million. Implementation will be managed by the newly established governing authority.</p> <p>-The Commissioner and USHE collaborated to build legislative support for USTAR and regional economic development plans and initiatives.</p> <p>-Several institutions created specific plans to advance the role of their institution in local/regional economic development activities.</p>	<p>-This initiative is currently in operation</p> <p>-Governing authority has been approved</p> <p>-This has been completed</p> <p>- Implementation of this will remain a significant task</p>

Future Research Priorities for all Strategic Directions:

1. Resource Book for all institutions, that has correlates of (a) academic achievement, (b) high school graduation, and (c) college attendance
2. Prepare data collection strategies and overall plans with the "common student identifier." Need to get transition plans from public K-12 system to higher education system.
3. Use the "common student identifier" to track concurrent enrollment, remediation, retention, and graduation
4. Policy initiatives will be developed based on minority and disadvantaged symposia results and research on effective practices
5. A data system will be implemented along with better tools on the web, networked with Workforce Services

Goals 2006-2007
Office of the Commissioner of Higher Education

1. Implement and monitor policy initiatives consistent with the Strategic Directions plan.
2. Modify UCAT legislation to support and sustain a system of regional technical colleges/campuses that complements the Utah System of Higher Education.
3. Establish the Commissioner's Office as the principal source for higher education policy development and analysis in the State. Foster contacts and share resources with other major policy groups. Publish reports, data, and monographs reflecting higher education policy and data analysis.
4. Continue to improve the basic processes for governing the Utah System of Higher Education, e.g., program approval, capital facilities, budgets, etc. Improve the data resources that support these processes.
5. Create and maintain positive, constructive relationships with the Governor and his policy and budget staff; likewise, have positive and constructive relationships with the legislative leadership of both parties and their respective support staffs.
6. Be effective in the higher education political community and develop/maintain the capacity to influence the agenda and actions of the legislative and the executive branches of government to the benefit of the USHE.
7. Prepare a comprehensive legislative request that reflects the needs of institutions and that includes strategies for securing the resources as requested.
8. Use the office of the Commissioner as an accurate and effective voice for advocating the value of higher education and its goals to increase preparedness participation and degree completion. Provide effective messaging strategies that support the needs of higher education and its students. Counter messages/information that is inaccurate or contrary to higher education's principal goals and purposes.
9. Support UHEAA as a fundamental asset for helping students finance the costs of higher education. Better integrate several functions across UHEAA and OCHE, e.g., student recruitment, messaging, scholarship initiatives, incentive programs, assisting disadvantaged students.
10. Create better incentives and services for Utahns to participate in UESP, e.g., payroll deduction, tax incentives, greater visibility, etc.
11. Support the newly created Alliance between public education and higher education and implement the key objectives as outlined.

September 7, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE Messaging and Logo—Action Item

Issue

The Commissioner's Office has worked to develop a new logo to be used in letterhead and publications, and to develop a new message and focus for the Utah System of Higher Education. Board approval is sought prior to implementation.

Background

One of the Commissioner's goals arising from the strategic directions adopted by the Board in 2004 is the development of a "message" to facilitate communication with the public. Additionally, there is a desire to update and standardize, as much as is feasible, the logo and, to borrow the vernacular of the corporate world, the "brand" used by the Utah System of Higher Education, including agencies of the Board of Regents—the Utah Higher Education Assistance Authority (UHEAA) and Utah Educational Savings Plan (UESP). This "brand" will also be incorporated, as appropriate, by USHE institutions (without compromising in any way their individual identities). Considerable research, consultation, and expertise has been deployed to create a new look, message, and logo for the system that better communicates the system's strategic goals and mission.

The focus that is being recommended is:

Utah System of Higher Education
Building a Stronger State of Minds

Included under this umbrella focus are three messages which give focus to our strategic directions: Preparation, Participation, Completion. A copy of the proposed logo, and examples of how it would be used on letterhead, envelopes, and business cards, is included.

Commissioner's Recommendation

The Commissioner recommends that the Board review and approve the new USHE message and logo, for use by the Board of Regents, the Commissioner's Office, UHEAA, UESP, and as appropriate, all USHE institutions.

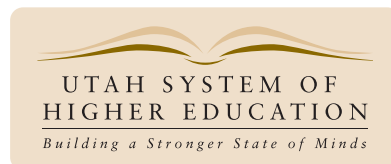
Richard E. Kendell, Commissioner



LOGO STANDARDS GUIDE

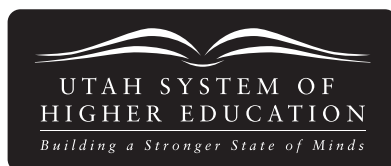
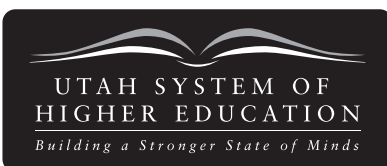
UTAH SYSTEM OF HIGHER EDUCATION

Preferred Logo Versions



The standard color logo whether in greyscale or reversed is the preferred logo. It can be scaled proportionately to fit your layout. It can also be used on any color other than one that exists in the logo itself. When deciding whether to use the black text version or the reversed white text version, it is recommended to use the version that can be read the best or has the greatest contrast with the background you have selected. When using the color version, never change the colors.

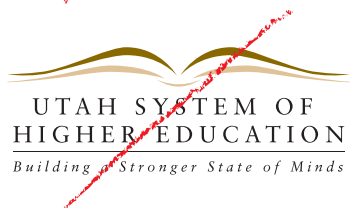
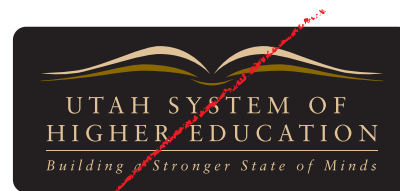
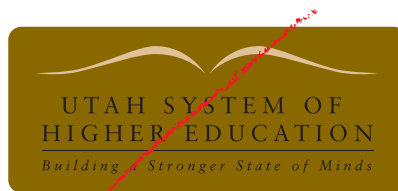
Alternate Logo Versions



UTAH SYSTEM OF HIGHER EDUCATION

There may be instances when the Standard color logo cannot be used. Above are all of the acceptable logo variations. Note that although all of these logo versions are acceptable, the color standard logo is always preferred. When using the alternate version of the logo on black or a colored background the logo can be used in the black or reversed white versions whichever reads best.

Unacceptable Logo Versions



The logo cannot be stretched, skewed or altered in any way. When using the color version, never change the colors of the book or the order of the colors. The type should never be a color other than black or white.

Logo Colors

The Utah System of Higher Education logo is comprised of specific colors that are never to be substituted.

PMS - Primary Color Scheme

For use when silkscreening materials and all other non-process color print mediums.

CMYK - Four color process: C = Cyan, M = Magenta, Y = Yellow, K = Black

Use these formulas for all process color applications.

RGB - Electronic media: R = Red, G = Green, B = Blue

Use these RGB formulas for all electronic applications (i.e., websites, PowerPoint, intranet, emails, etc.) and photographic applications (i.e., translight displays).



PMS 140



C 0 M 27 Y 100 K 54



R 117 G 85 B 0



PMS 466



C 12 M 22 Y 43 K 0



R 223 G 189 B 128

Electronic Minimum Size Requirements

Absolute minimum size for all electronic applications (i.e., websites, PowerPoint, intranet, emails, etc.) and photographic applications (i.e., translight displays).

1 x .375 inches

137 x 51 pixels



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds



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Commissioner

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September 15, 2006

MEMORANDUM

TO: Utah State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Update on State Scholars Initiative (Utah Scholars)

In March 2006, the Utah K-16 Alliance was notified that it had received a \$300,000 federal grant to implement the State Scholars Initiative in Utah. This program, in which 22 states now participate, brings business and community leaders into secondary school classrooms to encourage students to complete a rigorous high school course of study including: 4 years of English; 4 years of math (including Algebra II and an advanced math course beyond Algebra II); 3.5 years of social studies; 3 years of lab-based natural science (Biology, Chemistry, and Physics); and 2 consecutive years of the same foreign language.

The school districts and schools participating in the program initially are the following:

Granite School District: Granger High School, Valley Junior High School, West Lake Junior High School.

Jordan School District: Hillcrest High School, Midvale Middle School, Union Middle School

Park City School District: Park City High School, Ecker Hill International Middle School, Treasure Mountain International School

Provo City School District: Provo High School, Timpview High School, Centennial Middle School, Dixon Middle School

The initiative was formally launched at a kick-off event on September 7, 2006, at which Governor Huntsman spoke and numerous education, business, and community leaders were in attendance. Staff members have prepared a short description of the program, which is attached, together with the brochure that will be used to encourage student participation.

Commissioner's Recommendation

This is an information item and no formal action needs to be taken.

Att.

Richard E. Kendell, Commissioner



BACKGROUND AND OVERVIEW

Utah Scholars is a simple, low-cost, high-impact program that motivates students to complete rigorous high school courses so they will be well prepared for college and employment. Current research demonstrates a direct correlation between challenging high school course work and success in the modern workforce, the military, and postsecondary education.

The State Scholars Initiative has its roots in a program begun by business leaders in Longview, Texas in 1989. Concerned with the low literacy and math skills demonstrated by high school graduates entering the local workforce, the Greater Longview Organization of Business and Education created the GLOBE Scholars program to encourage East Texas high school students to take academically challenging courses all the way through their senior year. The program eventually was launched as a statewide initiative under the direction of the Texas Business and Education Coalition (TBEC) and is now being implemented in over 350 school districts across Texas. Based on the program's success in Texas, several other southern states, including Arkansas, Kentucky, and Tennessee, adopted similar programs in the early 1990s.

During his first term, President George W. Bush secured federal funding to create the State Scholars Initiative, a national program in which 22 states now participate. Details on the program at the national level can be found at the Web site of the grant administrator, the Western Interstate Compact for Higher Education (WICHE), www.wiche.edu/statescholars.

Utah, along with eight other states, received a \$300,000 State Scholars grant in March 2006 to pilot the program in four school districts (Granite, Jordan, Park City, and Provo) during the 2006-2007 and 2007-2008 academic years. It is our hope that, through a combination of legislative funding, grants, and business support, we can generate the financial resources to sustain the program and roll it out across the state beginning with the 2008-2009 school year.

A BUSINESS-LED INITIATIVE

Utah Scholars brings business and community leaders into junior high and high school classrooms to motivate students to complete a rigorous course of study in grades 9-12. Specifically, business and community leaders will be trained to give a short (30- to 40-minute) PowerPoint presentation in the classroom that is designed to educate students about the benefits of working hard in school. Among other things, the presentation focuses on the income potential students can expect if they complete a rigorous core in high school and then go on to complete either an associate's or a bachelor's degree. On average, a Utah adult with a high school diploma earns only \$22,437, while an adult with an associate's degree earns \$30,356 and an adult with a bachelor's degree earns \$45,776.

However, the program does not end with the classroom presentation. Business and community leaders are invited to partner with educators and parents to provide ongoing academic and financial support to students in participating schools—everything from incentive programs for students, to mentoring and tutoring services, to scholarships and employment opportunities for students who obtain Utah Scholar status.

As a school partner in Utah Scholars, your school will realize numerous benefits, including:

- An opportunity to work with local businesses and school leaders to bring about increased student achievement.
- Improved student opportunities for success in the workplace and higher education.
- A more focused, disciplined, and accomplished student body.
- Positive public relations for your school from your association with the program.

THE UTAH SCHOLARS COURSE OF STUDY

Current research is conclusive that students who take and complete rigorous classes in high school are prepared to be successful after high school, whether in a two- or four-year college, an applied technology certificate program, a company training program, or the military. That is why the Utah K-16 Alliance, a coalition comprised of the Utah State Board of Regents, the Utah State Board of Education, the Office of the Governor, and the Utah Partnership, is encouraging all high school students to complete a defined course of study called the Utah Scholars program. The required courses include:

- **4 years of English**
- **4 years of Mathematics (including Algebra II and an advanced course beyond Algebra II such as Pre-Calculus, AP Calculus, Statistics, etc.)**
- **3 years of Natural Science (with lab) (Biology, Chemistry, and Physics)**
- **3.5 years of Social Studies**
- **2 years of the same Foreign Language**

Students who complete this course of study will be eligible for incentives at the end of each grade level, and will also receive special honors as part of their high school graduation. Most importantly, they will be prepared to succeed, no matter what path they pursue after high school—employment, college, or the military.

GOALS OF UTAH SCHOLARS

Utah Scholars is focused on achieving a small number of important goals, including:

- Increasing the literacy, math, and science skills of high school graduates.
- Decreasing the high school drop-out rate in Utah.
- Increasing the number of students who take the ACT and SAT.
- Increasing the scores of students who take the ACT and SAT.
- Decreasing the number of students who have to take remedial courses in college.
- Increasing the number of students who enroll in college.
- Increasing the number of students who complete applied technology certificates, associate's degrees, and bachelor's degrees.
- Increasing the quality of Utah's workforce.

We appreciate the opportunity to partner with your school in this exciting program for Utah students. You may obtain more information by visiting the Utah Scholars Web site at www.utahscholars.org, or by contacting us directly.

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September 6, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Proposed Revisions to "Measuring Utah Higher Education" Annual Report

Attached is a Policy Brief explaining the limitations of our current "Measuring Utah Higher Education" Annual Report and proposing that the report be reformatted to reflect the Regents' focus on measuring progress in the areas of student preparation for, participation in, and completion of, higher education. Staff members have also prepared several draft questions and charts for Regents to consider and discuss in terms of what the Annual Report might emphasize in the future.

In order for the Office of the Commissioner and the Regents to advance the Strategic Directions and ensure consistency between the messaging campaign (encouraging better student preparation, greater participation in higher education, and more completion of degrees) and System priorities, the Annual Report should be redesigned and reframed so that it clearly focuses on the critical higher education policy issues facing Utah. Specifically, the report should be revised so that it contains data related to preparation, participation, and completion, and so that it can be used, eventually, as a better measure of progress toward achieving specific System goals.

Commissioner's Recommendation

The Commissioner recommends the Regents consider revising and reformatting the "Measuring Utah Higher Education" Annual Report so it emphasizes data critical to measuring progress toward the accomplishment of the Regents' Strategic Directions and improvement in the areas of preparation, participation, and completion.

Richard E. Kendell, Commissioner

REK:dsd
Attachment

POLICY BRIEF

Revising Utah's Annual Report on Higher Education

David S. Doty, J.D., Ph.D.
Assistant Commissioner & Director of Policy Studies
September 2006

I. INTRODUCTION

For the past several years, the Office of the Commissioner has produced and distributed an annual report titled "Measuring Utah Higher Education." This USHE report contains numerous charts and graphs measuring a variety of System accomplishments under the general categories of "Access and Preparation," "Quality," and "Efficiency and Finance," using the 2000-2001 academic year as baseline.

However, while the report provides useful information on several key indicators, it has a number of limitations. First, the measurements used in the report are not tied to the Strategic Directions adopted by the Regents in June 2005 as their agenda for 2005-2007. Although some of the charts could be linked to elements of Strategic Directions, others appear to be quite disconnected from the core policy agenda being pursued by the Regents and the Office of the Commissioner.

Second, the report is not connected to the new Regents' messaging campaign which will focus on the critical categories of preparation, participation, and completion. While the current report provides a wealth of information on things that can be measured, it does not focus on the information that should be measured.

Third, the report does not contain any numerical goals that can be measured and tracked over time. This shortcoming is not unique to Utah's annual report; according to a recent report by Jobs for the Future, only twenty states have set at least one goal for increasing total enrollments statewide, while ten have set a retention goal, and nineteen a graduation goal. Only nine states have set goals for all three areas.¹ While goals are not intended for the initial revision of the report, the collection and monitoring of information related to preparation, participation, and completion may lead to the establishment of realistic institutional and systemwide goals.

In order for the Office of the Commissioner and the Regents to advance the Strategic Directions and ensure consistency between the messaging campaign (encouraging better student preparation, greater participation in higher education, and more completion of degrees) and System priorities, the annual report should be redesigned and reframed so that it clearly focuses on the critical higher education policy issues facing Utah. Specifically, the report should be revised so that it contains data related to preparation, participation, and completion, and so that it can be used, eventually, as a better measure of progress toward achieving important goals, e.g., better student preparation, increased retention, and higher graduation rates.

¹ Michael Collins, *By the Numbers: State Goals for Increasing Postsecondary Attainment*, **Jobs for the Future** (Feb. 2006), p. iii.

Ideally, the Regents and USHE institutions will conclude that the data collected and tracked in the report should form the bases for measuring progress over time. The basic plan developed by Jobs for the Future (JFF) is one method to guide our future reports; a recent JFF report recommended that states do the following with respect to higher education reporting:

1. Set a small number of realistic, but ambitious, goals—and then create a concise action plan delineating roles, responsibilities, and a timeline.
2. Disaggregate goals by population subgroups to emphasize the importance of progress that is equitable.
3. Relate goals logically and clearly to the problems the state wants to address.
4. Inform the public of the status of statewide higher education goals, instead of reporting solely on goals set for individual institutions.
5. Use public agenda and awareness campaigns to build and sustain both public and political will and to reach out to populations that are traditionally underrepresented in higher education.²

As a state higher education system, we should be open to other guidelines as well.

II. RECOMMENDATIONS

Such goals should be developed through an open process involving institutional presidents, trustees, students, political leaders, business leaders, and other key stakeholders. At the same time, the Regents should begin to monitor specific data related to their decision to focus on preparation, participation, and completion. An annual report reflecting such data could be used as the foundation for a public, and extended, discussion about what goals and benchmarks should be used to measure System and institutional performance.

The issue to be considered now is that of raising good questions and collecting appropriate data. Formulating specific goals and tying them to institutional practices and available resources will come later.

The following are suggested questions and data sets that might be used as the primary content in a revised “Measuring Utah Higher Education” annual report:

² Id. at 12-13.

A. Preparation (Are Utah Students Ready for College?)

- Is the number/percentage of high school students in Utah completing a recommended rigorous secondary school course of study increasing³ (disaggregated by race/disadvantaged population)?
- Is the percentage of Utah 10th and 12th graders who meet ACT benchmark scores for college readiness in English, social science, biology, and algebra increasing (disaggregated by race/disadvantaged population)?
- Is the number of Utah residents holding a Utah Educational Savings Plan (UESP) increasing?

B. Participation (Are Utah Students Enrolling in College?)

- Is the number/percentage of Utah high school graduates who enroll at public colleges and universities within 12 months after high school graduation increasing⁴ (disaggregated by race/disadvantaged population)?
- Is the number/percentage of ethnic and racial minority students enrolled at USHE institutions increasing?
- Is the number/percentage of female students enrolled at USHE institutions increasing?

C. Completion (Are Utahns Earning Certificates and Degrees?)

- Is the number/percentage of postsecondary students who end their first calendar year of enrollment with 20 or more additive credits increasing⁵ (disaggregated by race/disadvantaged population)?
- Is the number or percentage of associate's and bachelor's degrees awarded from USHE institutions increasing?

³ Clifford Adelman, *The Toolbox Revisited*, U.S. Dept. of Education (Feb. 2006), p. 39: "When bachelor's degree completion is the reference point, the relative correlations of the curriculum, class rank/GPA, and test score variables are in roughly the same relationship observed in the more complex construction of the composite Academic Resources variable: Curriculum exhibits the strongest correlation, followed by class rank/GPA, followed by test score."

⁴ *Id.* at 45. "[N]o delay of entry . . . is statistically significant, and its Delta-p says that students who enter college directly from high school increase the probability of bachelor's degree attainment by 21.2 percent, a very persuasive marker."

⁵ *Id.* at 48. "Earning less than 20 credits in the first calendar year following postsecondary entry is a distinct drag on degree completion. The Delta-p says that falling below the 20-credit threshold lessens the probability of completing a bachelor's degree by a *third!*"

- Is the total number of Utahns holding any type of postsecondary degree or certificate increasing?

III. CONCLUSION

Other questions or data sets may be appropriate. However, the list of categories to be measured, as well as the annual report itself, should remain focused, concise, and aligned with both the Regents' Strategic Directions and ongoing K-16 initiatives. The rest of the annual "Measuring Utah Higher Education" report, as currently formatted, should not be discarded, but perhaps restructured or placed in a separate statistical publication, such as the annual Data Book.

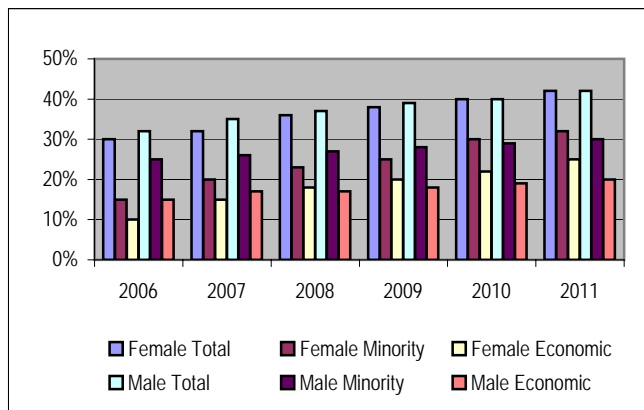
Proposed Format Draft # 1

Preparation

The State Board of Regents would like to encourage more Utahns to be prepared to enter college directly from high school. The following three measurements will provide the State of Utah a look at how well its students are prepared to enter college compared to other states.

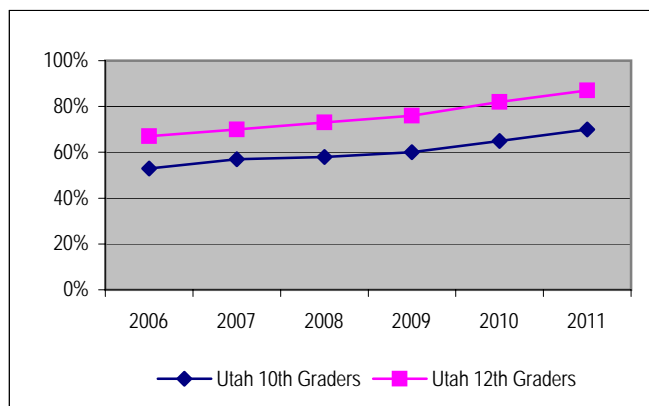
Percentage of High School Students Enrolled Academic Rigorous Courses

Is the number/percentage of high school students in Utah completing a recommended rigorous secondary school course of study increasing? (disaggregated by race/disadvantaged population)



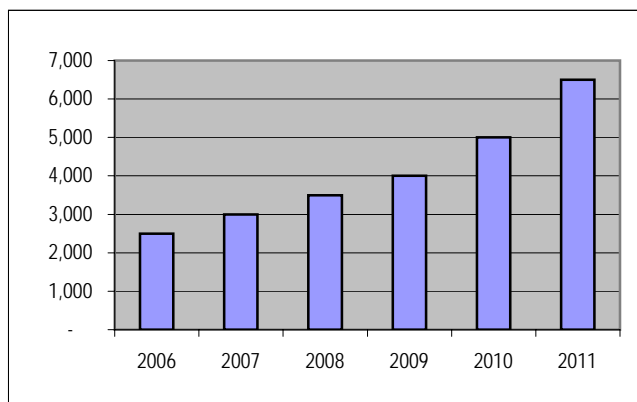
Percentage of High School Students Meeting ACT College Readiness Benchmarks

Is the percentage of Utah 10th and 12th Graders who meet ACT benchmark scores for college readiness in English, social science, biology, and algebra increasing? (disaggregated by race/disadvantaged population)



Number of Utah Families with a Utah Education Savings Plan Account

Is the number of Utah residents holding a Utah Educational Savings Plan (UESP) increasing?



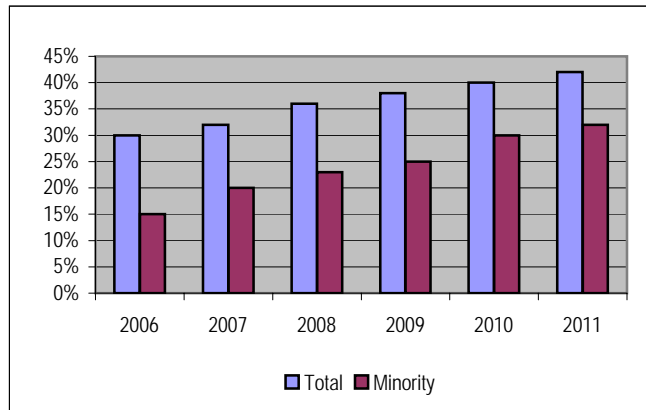
Proposed Format Draft # 1

Participation

The State Board of Regents would like to encourage more Utahns to participate in public higher education. The following three measurements will provide the State of Utah a look at how many students are participating in public higher education.

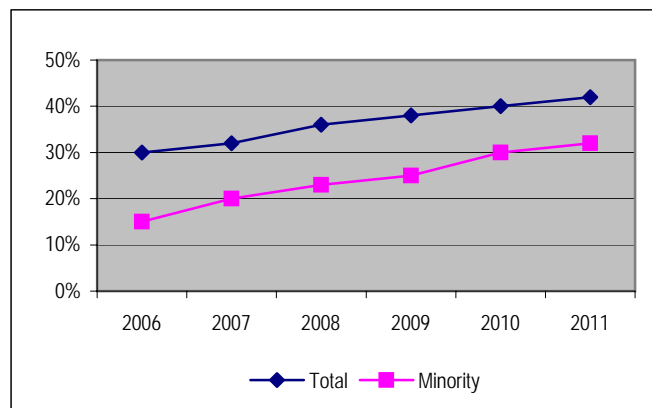
Percentage of Students Enrolled in Public Higher Education within 12 Months Graduation

Is the number/percentage of Utah high school graduates who enroll at public colleges and universities within 12 months after graduation increases? (disaggregated by race/disadvantaged population)



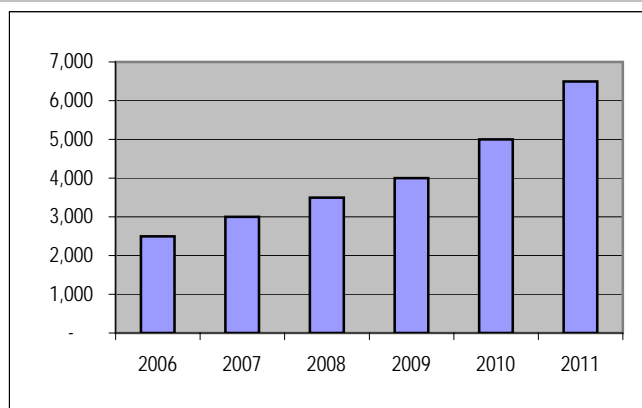
Number of Minority Students Enrolled in Higher Education

Is the number/percentage of ethnic and racial minority students enrolled at USHE institutions increasing?



Number of Female Students Enrolled in Higher Education

Is the number/percentage of female students enrolled at USHE institutions increasing?



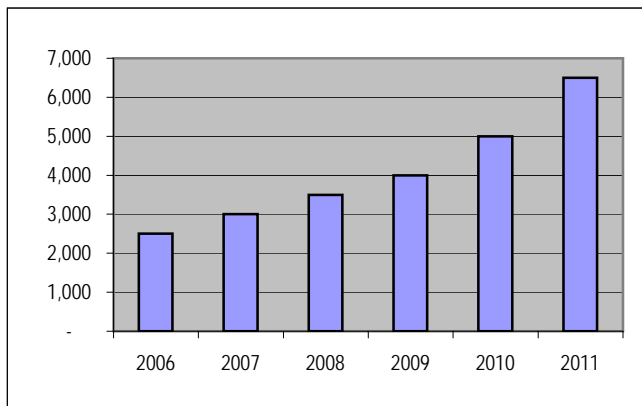
Proposed Format Draft # 1

Completion

The State Board of Regents would like to encourage more Utahns to complete their higher education. The following two measurements will provide the State of Utah a look at how many students are completing in public higher education.

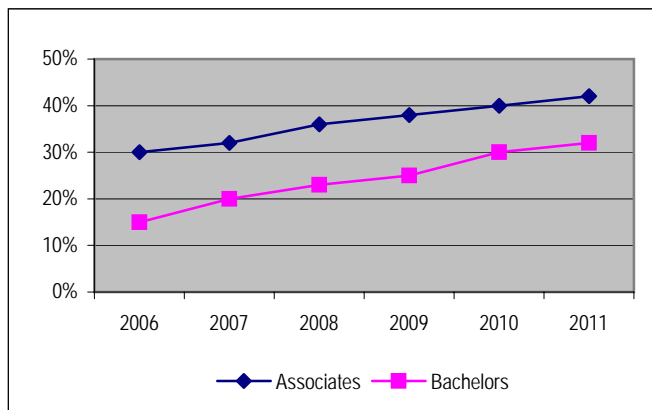
First Year Students Completing 20 or More Credit Hours

Is the number/percentage of postsecondary students who end their first calendar year of enrollment with 20 or more additive credits increasing? (disaggregated by race/disadvantaged population)



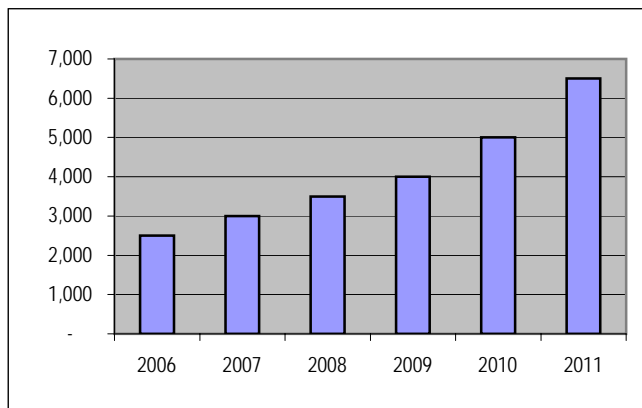
Post Secondary Degrees Awarded

Is the number/percentage of associates and bachelors degrees awarded from USHE institutions increasing?



Number of Adults with a Post Secondary Education

Is the total number/percentage of Utahns holding any type of post secondary degree or certificate increasing?



September 7, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Legislative Update—Information Item

Issue

Associate Commissioner David Buhler will provide the Strategic Planning and Communications Committee a report on legislative activities as they relate to the Utah System of Higher Education. Preparations are now being made for the 2007 general session of the Legislature.

Up-Coming Events

- There will be a joint meeting of the Legislature's Education Interim Committee, Public Education Appropriations Subcommittee, and Higher Education Appropriations Subcommittee, with the State Board of Education and the State Board of Regents, on Thursday, September 21, at the Redwood Campus of Salt Lake Community College, from 8:00 a.m. to approximately 4:30 p.m. Regents are encouraged to attend. (Agenda is pending.)
- The Higher Education Appropriations Subcommittee is planning to hold an interim meeting on Thursday, October 19. Time and place to be announced.

Commissioner's Recommendation

The Commissioner recommends that the Board take note of the dates of upcoming legislative meetings and that the Strategic Planning and Communications Committee receive the report and provide staff with input and direction.

Richard E. Kendell, Commissioner

September 6, 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 Planning Retreat and Regular Meeting of the State Board of Regents held July 27-28, 2006, at Southern Utah University in Cedar City, Utah
2. Minutes of the Executive Committee Meeting held August 29, 2006, in the Regents' offices in Salt Lake City, Utah

B. Grant Proposals

1. University of Utah – US Department of Education; "Leadership Prep Program;" \$2,427,819. Diana G. Pounder, Principal Investigator.
2. University of Utah – Army Medical Research Acquisition; "Neural and Myoelectric Interfaces;" \$3,895,688. Gregory A. Clark, Principal Investigator.
3. University of Utah – US Department of Energy; "Multi-Scale Development & Validation;" \$2,495,351. Philip J. Smith, Principal Investigator.
4. University of Utah – National Institutes of Health/National Institute of Biomedical; "Micellar Drug Delivery;" \$1,389,808. Natalya Rapoport, Principal Investigator.
5. University of Utah – National Institutes of Health/National Institute of Neurology; "Medical Countermeasures;" \$8,446,626. H. Steve White, Principal Investigator.
6. University of Utah – National Institutes of Health; "Software for Genome Annotations;" \$2,813,993. Mark Yandell, Principal Investigator.
7. University of Utah – University of Washington; "Autism Phenotypes Network;" \$2,708,566. William M. McMahon, Principal Investigator.

8. University of Utah – National Institutes of Health; “Diabetes in Hemochromatosis;” \$1,868,750. Donald McClain, Principal Investigator.
9. University of Utah – National Institutes of Health/National Institute of General; “Drosophila Melanogaster;” \$1,868,750. Anthea Letsou, Principal Investigator.
10. University of Utah – National Institutes of Health; “TMEV;” \$1,841,498. Robert S. Fujinami, Principal Investigator.
11. University of Utah – University of Illinois at Chicago; “Polycythemia Vera;” \$1,785,861. Josef T. Prchal, Principal Investigator.
12. University of Utah – National Institutes of Health/National Institute of General; “Circadian Rhythm;” \$1,513,450. David Marc Virshup, Principal Investigator.
13. University of Utah – National Institutes of Health/National Institute of Biomedical; “Dynamic MRI Myocardial;” \$1,457,625. Edward V. R. Di Bella, Principal Investigator.
14. Utah State University – National Institutes of Health; “Mamalian Prmt1 Sustrate Selection and Mechanism;” \$1,531,761. Joan Hevel, Principal Investigator.
15. Utah State University – State of Utah Department of Health; “Up to 3 Early Intervention;” \$1,068,483. Susan Olsen, Principal Investigator.
16. Utah State University – National Science Foundation; “The Engineering Education Partnership at Utah State University;” \$2,995,023. Paul Schreuders, Principal Investigator.
17. Utah State University – Department of Health and Human Services; “Addressing the Barriers;” \$2,097,223. Brian Higginbotham, Principal Investigator.
18. Utah State University – Science Applications International Corporation; “Radiometric Calibration of the Alternative Infrared Stellite System (AIRSS) Payload;” \$2,539,500. Deon Dixon, Principal Investigator.
19. Utah State University – US Army Research Office; “Viability of Pathogenic Microbes in Aerosols;” \$1,198,400. Linda Powers, Principal Investigator.
20. Utah State University – Duke University, “Epidemiology of Alzheimer’s Dementia in Cache County, Utah;” \$7,838,142. Maria Norton, Principal Investigator.
21. Utah State University – National Institutes of Health; “Mechanisms of Peripheral Fat Detection;” \$1,781,910. Timothy Gilbertson, Principal Investigator.
22. Utah State University – National Institutes of Health; “Enterostatin Regulation of Dietary Fat Intake (USTAR) - WAS 061893;” \$1,752,500. David York, Principal Investigator.

23. Utah State University – Department of Health and Human Services; "Indian Children's Services;" \$2,172,269. Marvin Fifield, Principal Investigator.
24. Utah State University – National Aeronautics & Space Administration; "Multiple Rocket Study of Sporadic Iron, Ionization and Dust;" \$1,049,018. Charles Swenson, Principal Investigator.
25. Utah State University – Institute of Education Sciences; "Early Childhood Outcomes Assessment System;" \$1,570,652. Margaret Lubke, Principal Investigator.
26. Utah State University – University of California-Berkeley; "Mars Scout Adam;" \$23,698,492.06. Chad Fish, Principal Investigator.
27. Utah State University – NASA Langley Research Center; "Mars Atmospheric Temperature and Density Orbiting Radiometer (MATADOR) Instrument Development;" \$23,415,837.35. Lorin Zollinger, Principal Investigator.

C. Grant Awards

1. University of Utah – DOE National Energy Technology; "UT Clean Coal Center;" \$1,749,779. Ronald J. Pugmire, Principal Investigator.
2. University of Utah – DOE National Energy Technology; "UHOC;" \$1,442,377. Philip J. Smith, Principal Investigator.
3. University of Utah – National Institutes of Health/National Cancer Institute; "Natural Anti-cancer Agents;" \$1,120,261. Chris M. Ireland, Principal Investigator.
4. University of Utah – National Institutes of Health/National Library of Medicine; "National Network of Libraries of Medicine (NL/LM) Service;" \$1,199,325. Wayne J. Peay, Principal Investigator.
5. University of Utah – National Institutes of Health/National Institute of General; "Biology of HIV Core;" \$1,242,319. Wesley I. Sundquist, Principal Investigator.
6. Utah State University -- US Department of Defense/US Navy; "Time Critical Sensor Image/ Data Processing;" \$3,087,000. Niel Holt, Principal Investigator.
7. Utah State University – USDA Cooperative State Research Service; "Functional Genomics in Nature;" \$1,372,467. Bart Weimer, Principal Investigator; Kamal Rashid, Co-Principal Investigator.
8. Utah State University – University of Utah; "State Funding for the Installation of the Digital Satellite System;" \$1,075,299. Barbara White, Principal Investigator.
9. Utah State University – Duke University; "Epidemiology of Alzheimer's Dementia in Cache County, Utah;" \$1,331,276. Maria Norton, Principal Investigator; Christopher Corcoran, Ronald Munger, Joann Tschanz, Co-Principal Investigators.

Richard E. Kendell, Commissioner

REK:jc
Attachments

STATE BOARD OF REGENTS
EXECUTIVE COMMITTEE MEETING

August 29, 2006

8:00 a.m.

Minutes

Regents Participating:

Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
James S. Jardine
Michael R. Jensen
Nolan E. Karras

Office of the Commissioner

Richard E. Kendell, Commissioner
Joyce Cottrell, Executive Secretary
Amanda K. Covington, Director of Communications
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Kevin Walthers, Assistant Commissioner for Finance and Facilities

Others

Thomas C. Anderson, Office of the Attorney General
Cynthia A. Bioteau, President, Salt Lake Community College
Dennis R. Klaus, Vice President for Administrative Services, Salt Lake Community College
Sheena McFarland, *Salt Lake Tribune*
Joy Tlou, Salt Lake Community College
Jennifer Toomer-Cook, *Deseret Morning News*

Chair Pitcher thanked everyone for their attendance and asked Secretary Cottrell to call the roll. After a quorum had been established, Regent Jardine moved the Executive Committee go into executive session to consider a real property transaction due to extraordinary and emergency circumstances, as authorized in Regents' Policy R120, § 3.6.2.2. Regent Jensen seconded the motion, which carried. Representatives of the media left the meeting.

Commissioner Kendell explained to the Executive Committee that the purpose of the meeting was to discuss an offer for the purchase of the Salt Lake Community College Metro Learning Center located in downtown Salt Lake City. The offer is for \$5.2 million. The buyer is Property Research, Inc., and a Purchase and Sale Agreement has been duly signed and executed by Mark B. Gibbons on behalf of the buyer. It was noted that PRI is the real estate arm of The Church of Jesus Christ of Latter-day Saints.

Commissioner Kendell reviewed that SLCC and the State Board of Regents had entered into a lease agreement a few years ago for the use of this facility. Subsequent to that arrangement, a bankruptcy proceeding led the Regents to determine the best course to follow would be to purchase the facility from the bankruptcy trustee, thereby releasing the college from any previous financial obligations on the building. Following some capital/seismic improvements to the property, the college has offered programs there for

students and downtown businesses, but the volume has not been as high as anticipated. College officials believe the building is not sized nor located appropriately for a downtown setting and that this is a good opportunity for the college to sell the facility.

The original purchase price for the building was \$4,492,023. Capital improvements added another \$1,157,778 to the cost, for a total investment of \$5,649,801. The balance on a note to Zions Bank is \$4,527,696. If the offer is accepted, the college will be able to remain in the building rent-free through Fall Semester. There are no commissions or fees attached to the purchase offer, giving SLCC \$650,000 in other considerations. The purchase price would allow college officials to pay off the note to Zions Bank and the RDA funding and make it possible for the Regents not to have to seek revenue bonds or other financing for the facility.

Regent Atkin asked if there were any reason why the Regents should not approve the sale. Commissioner Kendell said there is much uncertainty concerning the downtown area. The LDS Church now owns the adjoining ZCMI Mall, as well as the Crossroads Mall across the street. We do not know what the Church will do with this property, nor what the city or mayor intend to do in the downtown area. The LDS Church is the most logical buyer for the building. The purchase price offered is the average of the two appraisals done on the property.

Regent Jardine pointed out the wide disparity in the two appraisals (\$4.375 million in December 2005 and \$6 million in July 2006) and asked if property values in the downtown area had generally increased to that degree and if property values were stable at this point. He asked if another buyer was likely to offer a higher price. Commissioner Kendell said no inquiries had been received on the property for the past two years. Regent Jardine said he had worked with both appraisers and had found them to be reliable.

President Bioteau pointed out for every month the college owns this facility, it is going further into debt. Decline in enrollments and uncertainties involving the downtown area led college officials to believe it would be wise to accept this offer and sell the facility. The college can rent property downtown at a much more reasonable rate (\$15 per square foot).

Regent Karras said he was supportive of the sale. Because this is an open process, the Regents need to be as thorough as possible and ensure that the best business deal is made. President Bioteau said the buyer had requested a closing date of no later than October 6, but they would appreciate being able to move more quickly. They are eager to have the property as soon as possible.

Regent Jensen asked if classes were currently being held in the facility. President Bioteau said 600 students were currently enrolled for Fall Semester.

Vice Chair Beesley expressed the opinion that there is no financial benefit to postponing the decision because the college continues to lose money on this property. Regent Jardine suggested the Executive Committee agree to the sale but ask Commissioner Kendell to make a few inquiries to determine if this was a fair price for the downtown market.

The Commissioner said he would be more comfortable if the sale were approved but would be happy to get more information. He was confident \$5.2 million was a good price and said he would rather not have conditions attached to any motion in the open meeting. Mr. Anderson clarified if conditions were attached to the motion, very specific parameters must be given to the Commissioner.

Commissioner Kendell pointed out the college does not have permanent financing for this facility. They have a short-term note with Zions Bank, and RDA funding with some conditions attached. While it may be possible to renew the note with Zions Bank, continued RDA financing is unlikely. The facility would have to qualify as a state project for permanent funding or non-state funding as a revenue generator. The latter is not an option. The prospect of taking this project to the Legislative Capital Facilities Appropriations Subcommittee to secure permanent funding is not hopeful, given the fact that the facility continues to lose money. Vice President Klaus pointed out that the ability to remain in the building, rent-free, for the remainder of this semester is an unlikely benefit from any other buyer.

Regent Karras pointed out approval by the Regents does not authorize acceptance because a real estate contract must still be signed. Commissioner Kendell agreed and said again he thought this would be a good business transaction.

Regent Atkin moved the Executive Committee go back into open session. The motion was seconded by Vice Chair Beesley and carried. Media representatives rejoined the meeting, which reconvened in open session at 8:50 a.m.

Commissioner Kendell summarized the transaction for the benefit of the media. An offer has been received to purchase the SLCC Metro Learning Center through a Purchase and Sale Agreement presented through DFCM on behalf of the state. The offer is from Property Reserve Inc. (PRI), the real estate arm of the LDS Church. The offer is for \$5.2 cash and other considerations for a total package price of \$5.85 million. The college would be allowed to remain in this location, rent-free, throughout Fall Semester with no commissions and/or fees attached to the transaction. The original purchase price for the facility was \$4,492,023. A balance of \$4.5 million remains on the note, which is temporary funding. Regent Jensen noted \$1.5 million had been spent on capital improvements after the property was purchased for \$4.5 million, making the college's total investment \$5.65 million.

The Commissioner recommended the Executive Committee proceed with the purchase and sale agreement. SLCC has indicated their intent to have a continuing presence in the downtown Salt Lake City area but would prefer a location that is better sized and located, to be more responsive to student and business needs.

In light of the extraordinary circumstances, Regent Karras moved the Executive Committee approve the sale by SLCC of their Metro Learning Center for a minimum value of \$5.2 million, while acknowledging \$650,000 of savings from rent, interest and other factors. The motion included authorization for the Commissioner to finalize details of the sale and encourage a closing date as soon as possible. Regent Atkin seconded the motion, which was unanimously adopted.

A motion to adjourn was offered and seconded at 8:54 a.m. Chair Pitcher thanked everyone for their participation.

Joyce Cottrell CPS, Executive Secretary

Date Approved

STATE BOARD OF REGENTS
PLANNING RETREAT AND BOARD MEETING
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
JULY 27-28, 2006

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STATE BOARD OF REGENTS
PLANNING RETREAT WITH USHE PRESIDENTS
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
JULY 27, 2006

Minutes

Regents Present

Jed H. Pitcher, Chair
Jerry C. Atkin
Daryl C. Barrett
Bonnie Jean Beesley
Janet A. Cannon
Rosanita Cespedes
Katharine B. Garff
Ali Hasnain
Greg W. Haws
Meghan Holbrook
James S. Jardine
Michael R. Jensen
Josh M. Reid
Sara V. Sinclair
Marlon O. Snow

Regents Excused

David J. Grant
David J. Jordan
Nolan E. Karras

Commissioner's Office

Richard E. Kendell, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Amanda K. Covington, Director of Communications
David S. Doty, Assistant Commissioner and Director of Policy Studies
Kimberly Henrie, Budget Officer
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Kevin Walthers, Assistant Commissioner for Finance and Facilities
Lynne N. Ward, Director, Utah Educational Savings Plan

USHE Presidents

Stan L. Albrecht, Utah State University
Michael T. Benson, Snow College
Cynthia A. Bioteau, Salt Lake Community College
Robert O. Brems, Utah College of Applied Technology
Donna Dillingham-Evans (for Lee G. Caldwell), Dixie State College
F. Ann Millner, Weber State University
William A. Sederburg, Utah Valley State College
Gregory L. Stauffer, Southern Utah University
Ryan L. Thomas, College of Eastern Utah
Michael K. Young, University of Utah

Others

Dirk Anderson, Governor's Office of Planning and Budget
Linda Makin, Director of Budgets, Utah Valley State College
Shinika Sykes, *Salt Lake Tribune*

Chair Pitcher welcomed and thanked everyone for their participation in this year's planning retreat at 12:30 p.m.

Progress Report – CEU and SEATC

During lunch, Chair Pitcher introduced Dr. Gary Carlston, who chaired a committee asked to study how the College of Eastern Utah and the Southeast Applied Technology College might better collaborate in providing educational opportunities to the citizens of southeastern Utah.

Dr. Carlston provided a progress report and said the committee had consisted of the following other individuals: Jill Wakefield, President of South Seattle Community College; Dr. Gary Wixom, Assistant Commissioner for Academic Affairs; Judy Mainord, CTE Director for Carbon School District; and Kimberly Henrie, Budget Analyst in the Commissioner's Office.

Dr. Carlston said the study was ongoing and was not completed by June 30, as originally anticipated. The study did not include any involvement with Utah State University. The committee formulated study questions based on the Regents' resolution, which stated, in part:

"It is proposed that the Utah State Board of Regents authorize a study, under the direction of the Commissioner of Higher Education, to explore options for advancing the collaboration between the College of Eastern Utah and the Southeast Applied Technology College (A UCAT Campus), including the advantages and disadvantages of several different options. Such options would include but not be restricted to the merger of SEATC as a fully integrated administrative unit of the College of Eastern Utah."

The committee first determined the organizational structure of the two entities, as well as the structure of the Snow College Richfield Campus. They then gathered data on student enrollments and demographics. They interviewed many interested stake holders in the area and found everyone to be very helpful and responsive. Dr. Carlston thanked President Thomas and President Nelson for their assistance in facilitating the study needs of the committee. The committee hopes to have the project completed in its final form for presentation to the Regents in September.

Dr. Carlston said the various constituencies asked the committee to convey to the Regents the need for education in their respective areas. He clarified that the purpose of the study was not to give the Regents recommendations but to provide collaborative models. Commissioner Kendell said he had asked the committee to take a fair, third-party, objective approach and he then would make a recommendation to the Regents upon receipt of the final report. He did not want the committee to have any preconceived ideas about the issue being

studied. The Regents will receive the full report during the September Board meeting, along with the Commissioner's recommendation. Dr. Carlston said the report would focus on opportunities and challenges rather than strengths and weaknesses. The report will also address conceptions some people have, even within the System, about a range of topics, including funding.

Proposed Agenda for Regents' Meetings with SUU and DSC Trustees

Chair Pitcher reviewed the discussion outlines for meetings with the SUU and Dixie Trustees and explained this would be the pattern followed in subsequent meetings with institutional boards of trustees. Commissioner Kendell said it was particularly important to have open discussions with the trustees in the southern part of the state, with its specific challenges of growth, program approval, etc. Meetings between the Regents and trustees enable better communication.

Opinion Survey

Chair Pitcher asked Associate Commissioner Buhler to lead the discussion for this agenda item. Mr. Buhler said the Regents had contracted with Dan Jones to do opinion surveys on higher education issues. Two different groups were surveyed: One group consisted of 600 Utahns among the general public, and the other focused on 100 business and community leaders. In the general public survey, individuals who had children "in college or younger" were asked additional questions. Four specific areas were targeted: value/purpose, availability/access, preparation, and who pays. Overwhelmingly, the result of both groups was that Utahns value higher education. Opinions were mixed regarding the minimum level of educational attainment for men and women, with 44 percent indicating females should have a four-year degree or higher and 61 percent responding males should have a four-year degree or higher. Of the "parents only" group, 95 percent said it was important that their children attend college, and a substantial majority indicated they were saving for their children's college education.

Associate Commissioner Buhler pointed out participation and completion rates are not consistent with the value Utahns say they place on higher education. As a result, based on the research and input from presidents and a number of others, the recommended focus for higher education is "Building a Stronger State of Minds," with three specific messages: preparation, participation, and completion. The recommendation is that this message be supported by the Regents and all institutions in the Utah System of Higher Education.

Commissioner Kendell said some institutions will continue with follow-up focus groups of their own constituencies. He distributed copies of a PowerPoint presentation, "The Infrastructure of the Future: Building a Stronger State of Minds." There is an increased dependence on higher education for individuals, families, and communities to be successful. Being well educated will be critical in our future as the world and communities change. It was interesting to discover that opinion leaders felt developing thinking skills was the primary purpose of education. Workforce skills are similar to those required for college preparation. The Commissioner said he constantly hears people say only 20 percent of the jobs in Utah require a four-year degree or higher. The jobs that do not require a four-year degree are service-related – servers, cashiers, janitors, retail clerks – and most of those jobs do not pay enough to support a family.

Powerful movements are occurring in other states to build the infrastructure of higher education. Many of these are focused around partnerships between public education and higher education. These partnerships transform the quality of education in that state. Kentucky had low completion rates and high school literacy rates. Their outcomes are now quite improved. Texas has also revamped its public and higher education systems for a much stronger, more progressive focus on education. Utah can do likewise.

Commissioner Kendell stated many young men and women are going into the work force right after high school because jobs are plentiful. For the first time, the 45-64 age group is better educated than the younger generations. Minority students are not enrolling and/or doing well in higher education. Utah needs to improve success rates and improve completion rates for women in higher education. The Commissioner reviewed the percentage of population with bachelor's degrees or higher in Salt Lake, Davis, Utah and Washington Counties and remarked those figures should give cause for concern. The United States is one of only two countries whose younger generation (25 to 34 years old) was not as well educated as the older generation (45- to 64-year-olds).

The Commissioner noted only 26.1% of Utahns have a bachelor's degree or higher. Comparisons across specific populations indicate 27.1% of Caucasians have bachelor's degrees, 9.8% of Hispanic, and 9.1% of Native Americans have bachelor's degrees¹. The achievement level of white Utahns is three times the rate of Hispanics and Native Americans. The state has not sufficiently addressed the fact that our minority population is rapidly growing, and those citizens need to be educated.

Utah has one of the highest high school graduation rates in the nation (approximately 76%). Commissioner Kendell asked, "What happens to the other 24%?" The states focusing on a higher education infrastructure require a more rigorous high school curriculum. Utah must establish target goals for higher education participation. Enrollment increases must be built into the higher education budget. Our goal is to increase the percentage of Utahns with a bachelor's degree or higher, as well as the percentage of young people enrolled in college. Young people need some form of postsecondary education – whether a skill learned at UCAT or a community college, an associate's degree, or more. They cannot be economically self-sufficient with only a high school diploma. This will enable the state to be more competitive in the workforce and in the global economy.

The Commissioner then turned to a discussion of the five-year budget forecast with three specific scenarios.

Commissioner Kendell explained the slides depicting five-year and twenty-year enrollment scenarios. Associate Commissioner Spencer explained the budget had been developed based on three scenarios: Scenario 1 would maintain the status quo, Scenario 2 projected growth at 0.5% per year, and Scenario 3 established goals for increased participation with institutional plans to address systemwide need. The budget request, based on Scenario 3, is very conservative and was based on today's dollars, with no adjustment for inflation.

¹ *Diplomas Count, The Graduation Project, 2006*

The Commissioner explained the critical issue in all three scenarios is the level of state support compared with tuition. The value of looking forward is to let policy makers know higher education needs to be put into perspective with other state needs. Regent Atkin recommended adjusting the budget to reflect expected inflation. He said a ten-year planning model is valuable for talking with policy makers about long-term ratifications. He commended the Commissioner and his staff for an excellent start.

Regent Holbrook asked the ramifications of not adopting this policy. Regent Beesley asked if a 2.5% salary increase would result in faculty leaving the state. The Commissioner said higher education was not competitive with public education in terms of salary increases; their average salary increase is significantly higher. A 3.5% salary increase for faculty this year resulted in a 4% attrition rate. There is a direct correlation that needs to be addressed: What level of attrition is reasonable for the system, and what dollar amount does this equate to? President Young said O&M must also be considered because the institutions are diverting too much money from tuition funds for building upkeep. Deferred maintenance for higher education buildings is very high. He noted the percentage of money needed for O&M when a building is constructed will not be the same for the lifetime of that building. President Millner asked if salary retention dollars could be built into the funding scenarios. Every president's top priority is salaries and compensation. Salary retention funds will be included in the 2008 budget request.

Commissioner Kendell said it is important to show the value of education as it relates to economic development and family welfare. Two things should come out of this discussion: (1) a planning document with estimates of five- and ten-year costs, and (2) a budget request. The two documents are related but not the same. The goal for a state-vs-tuition ratio is 29-31% tuition and 69-71% tax funds. Increasing tuition by 10 to 15 percent a year is not a good option. Regent Jensen pointed out that in the 2000 USHE Master Plan, the Regents agreed on a 75/25% split. Commissioner Kendell said tuition has had to compensate for the lack of state funding.

It was noted that tuition (especially second-tier) is a very specific tax on a target population. While students do not want tuition increased, neither do they want quality compromised. Policy makers need to understand how important it is to maintain quality and that quality costs money.

Commissioner Kendell thanked everyone for their comments, which will be very helpful as he prepares the planning document and budget request. He said he would review the documents with the Council of Presidents and then bring them back to the Regents in September. Regent Beesley recommended the planning document show the desired participation rates rather than just maintaining the status quo.

The Commissioner said part of the plan includes increasing rigor in high school curriculum. He indicated his complete support for the State Board of Education and their consideration of a proposal to increase rigor in high school graduation requirements. Regent Cannon thanked Commissioner Kendell for his support. She said the SBE had received much "push back" from some in the public education community. The results of the Dan Jones survey will be helpful to public education as well. It was agreed that the Regents approve a letter of endorsement and support for the State Board of Education. *{Note: The State Board of Education adopted the proposal at their next meeting.}*

Chair Pitcher thanked Commissioner Kendell and his staff for their hard work in preparing the planning models.

Q&P Process and Recommendations

Assistant Commissioner Walthers presented an overview of the Q&P process and said recommendations would be presented to the Regents in September. Construction costs have increased dramatically; at the same time, the Legislature has reduced funding for capital development projects. Another key factor is that higher education facilities occupy two-thirds of the state's space.

Regent Barrett asked the Presidents for other critical factors which were not included in the existing process. President Benson expressed concern about allowing some of the institutions to include two projects and the effect on the institutions whose projects generally rank lower on the priority list. Commissioner Kendell acknowledged the Q&P process raises hard issues. However, the process has worked reasonably well. He favored a quantitative process as part of the Q&P calculations. After the Building Board goes through their own process, they vote, which can be a political process. President Millner said higher education needs to communicate the importance of investing in the capital infrastructure on the higher education campuses. She recommended building "higher education champions" in the Legislature to help convey that message.

Chair Pitcher thanked everyone for their participation. The meeting was adjourned at 4:20 p.m.

STATE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
JULY 28, 2006

Minutes

Regents Present

Jed H. Pitcher, Chair
Jerry C. Atkin
Daryl C. Barrett
Bonnie Jean Beesley
Janet A. Cannon
Rosanita Cespedes
Katharine B. Garff
Ali Hasnain
Greg W. Haws
Meghan Holbrook
James S. Jardine
Michael R. Jensen
Josh M. Reid
Sara V. Sinclair
Marlon O. Snow

Regents Excused

David J. Grant
David J. Jordan
Nolan E. Karras

Commissioner's Office

Richard E. Kendell, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Amanda K. Covington, Director of Communications
Richard Davis, Associate Executive Director for Finance and Administration, UHEAA
David S. Doty, Assistant Commissioner and Director of Policy Studies
Carrie Flamm, Executive Director, Utah Student Association
Brian Foisy, Assistant Commissioner for Budget and Finance
Kimberly Henrie, Budget Officer
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Kevin Walthers, Assistant Commissioner for Finance and Facilities
Lynne N. Ward, Director, Utah Educational Savings Plan

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President
Paul T. Brinkman, Associate Vice President for Budget and Planning
Michael Perez, Associate Vice President for Facilities

Laura Snow, Special Assistant to the President and Secretary to the University
Chuck Wight, Associate Vice President for Instructional Technology and Outreach

Utah State University

Stan L. Albrecht, President
Lee H. Burke, Assistant to the President and Secretary of the University
Dave Cowley,
Stephen H. Hanks, Assistant Dean, Continuing Ed and Associate Professor, Management & HR Development
Darrell Hart, Assistant Vice President for Facilities
Sydney Peterson, Chief of Staff
Whitney J. Pugh, Director, Budget Office
Jacob Roskelley, Public Relations Director, USUSA

Weber State University

F. Ann Millner, President
Brad Mortensen, Assistant Vice President for Support and Auxiliary Services
Peter Owen, Student Body President

Southern Utah University

Gregory L. Stauffer, Interim President
Wes Curtis, Assistant to the President and Director of Regional Services
Abe Harraf, Provost
Steven Kiisel, Student Body President
David McGuire, Director of Human Resources
Lee Montgomery, Associate Provost for Undergraduate Studies
Dean O'Driskoll, Assistant to the President and Director, Marketing and Public Relations
Dorian G. Page, Interim Vice President for Administrative and Financial Services
Georgia B. Thompson, Vice President for Student Services

Snow College

Michael T. Benson, President
Bradley A. Winn, Provost and Academic Vice President

Dixie State College

Donna Dillingham-Evans, Academic Vice President
Joe Peterson, Vice President for Student Services

College of Eastern Utah

Ryan L. Thomas, President

Utah Valley State College

William A. Sederburg, President
Bradley Cook, Vice President for Academic Affairs

Philip Gordon, Chair, Communications Department
Val Hale, Vice President for Institutional Advancement
Linda Makin, Director of Budgets
Bryce Rytting, Chair, Music Department
J. Karl Worthington, Associate Vice President for Academic Affairs

Salt Lake Community College

Cynthia A. Bioteau, President
Dennis R. Klaus, Vice President for Administrative Services
David Richardson, Vice President for Academic Services
Julie Ann Curtis, Assistant Vice President for Academic Services

Utah College of Applied Technology

Robert O. Brems, President

Representatives of the Media

Steve Kiggins, *Southern Utah Spectrum*
Erin Stewart, *Deseret Morning News*
Shinika A. Sykes, *Salt Lake Tribune*

Others

Representative David Clark
William A. Evans, Chief, Education Division, Attorney General's Office
Senator John W. (Bill) Hickman
Camilla Olsen, Utah Student Association
Keith Stepan, Director, Department of Facilities Construction and Management (DFCM)
Representative Stephen Urquhart
Blake Wade, Ballard Spahr

Following an executive session breakfast meeting and meetings of the Board committees, Chair Pitcher welcomed everyone and called to order the Committee of the Whole at 11:40 a.m. He excused Regents Grant, Jordan and Karras. He said the Regents had enjoyed an informative meeting the previous evening with the Southern Utah University Board of Trustees and anticipated a similar meeting with the Dixie State College Trustees following the Board of Regents meeting. He recognized Senator Hickman and Representatives Clark and Urquhart and thanked them for attending the meeting.

Administration of Oath of Office to New Student Regent

Chair Pitcher administered the oath of office to Ali Hasnain, the new Student Regent, and welcomed him to the Board. Regent Hasnain said he was attending the University of Utah and would graduate next spring. Future plans are to attend law school. Ali was the student body president at the University of Utah last year and

enjoyed his involvement in student government. He said he was honored to be able to represent the students on the State Board of Regents.

Report of Nominating Committee

Vice Chair. Co-chair Marlon Snow nominated Bonnie Jean Beesley as Vice Chair of the State Board of Regents. Co-chair Meghan Holbrook seconded the nomination, and Regent Beesley was elected Vice Chair by acclamation. Vice Chair Beesley thanked the Regents for their expressions of confidence. She noted the state had just celebrated its birthday. When the early pioneers arrived in Utah, they made education a priority by establishing the University of Deseret (now the University of Utah). She praised the pioneers for overcoming hardships and for making difficult choices. Utah is now facing more hard decisions – how to provide an educated citizenry with a high-quality education. She shared the importance of education in her own family.

Committees. Regent Holbrook introduced the members of the Nominating Committee, who had spent many hours talking with people and trying to make the best decisions for each committee assignment. In recommending chairs and membership for each assignment, the committee looked for diversity and the opportunity for the regents to serve on various committees, to develop a better understanding of the entire system. Regent Holbrook read the committee's recommendations for chairs, vice chairs, and members of each committee. Regent Snow moved approval of those recommendations. Regent Atkin seconded the motion, which carried unanimously. Chair Pitcher thanked the committee for their outstanding work.

Resolutions

R.J. Snow. Vice Chair Beesley moved adoption of a resolution in memory of Dr. R. J. Snow. Regent Snow seconded the motion, which was adopted unanimously. Vice Chair Beesley presented a copy of the resolution to Laura Snow and told her she had once been a student of Laura's father and valued that association. A copy of the resolution is attached to the minutes on file in the Commissioner's Office.

State Board of Education. Chair Pitcher explained that a recommendation had been made in the planning meeting the previous day that the Regents adopt a resolution supporting the State Board of Education's efforts to increase rigor in high school core curriculum graduation requirements. Regent Sinclair so moved, seconded by Regent Barrett. The resolution was adopted unanimously. A copy of the resolution is attached to the minutes on file in the Commissioner's Office.

Open Meetings Act – Changes and Training

Assistant Attorney General Evans explained amendments enacted by the Legislature to Utah's Open Meetings Act. Meetings can be closed only for limited purposes and no action can be taken in closed meetings. Changes made during the 2006 Legislative Session are as follows: (1) The presiding officer must conduct annual training on the Open Meetings Act. (2) The definition of "public body" was amended to include only public bodies created by statute, rule, ordinance, or resolution. (3) It is now a Class B misdemeanor to willfully,

knowingly violate the provisions of the Open Meetings Act. Closed meetings must be recorded unless personnel issues or security issues are discussed. An affidavit must be signed by the presiding officer stating compliance with provisions of the Act. Closed meetings must also have an agenda and a notice of whether or not individuals will be participating electronically. Mr. Evans noted none of the changes reflect on the Board of Regents and institutional Boards of Trustees, nor will they change how those meetings are conducted.

Chair Pitcher thanked Mr. Evans for his presence and his helpful explanations.

Personnel Changes

Brad Cook. President Sederburg announced Dr. Brad Cook had accepted a position as President of a university system in the United Arab Emirates. Dr. Cook has worked at UVSC for several years, and began his career at Snow College. President Sederburg said Brad had been largely responsible for gaining Regent approval of so many new programs at UVSC. He congratulated him, wished him well, and thanked him for his service to UVSC. Associate Commissioner Stoddard also expressed her appreciation for the close association she enjoyed with Dr. Cook while she was at UVSC and later in their Associate Commissioner-Chief Academic Officer relationship.

Val Hale. President Sederburg introduced Dr. Val Hale, new Vice President for Institutional Advancement and Marketing at UVSC. He previously worked at Brigham Young University.

2007 Meeting Schedule

Regent Jensen moved approval of the proposed meeting schedule for 2007. Regent Barrett seconded the motion, which carried unanimously.

General Consent Calendar

On motion by Regent Atkin and second by Regent Sinclair, the following items were approved on the Regents' General Consent Calendar (Tab S):

- A. Minutes – Minutes of the Regular Meeting of the State Board of Regents held June 9, 2006, at Snow College in Ephraim, Utah
- B. Grant Proposals – On file in the Commissioner's Office
- C. Grant Awards
 - 1. University of Utah – Sports Medicine Research; "Sports Medicine Research and Testing Laboratory at the UN;" \$1,585,194. Dennis J. Crouch, Principal Investigator.
 - 2. University of Utah – Huntsman Cancer Foundation; "FY07 HCI Res Admin;" \$10,000,005. Randall Walter Burt, Principal Investigator.

3. University of Utah – Center for Disease Control/National Institute Occupational; “Educ Res Center: Admin;” \$1,128,894. Kurt Timothy Hegmann, Principal Investigator.
4. Utah State University – US Department of Defense/US Navy; “Time Critical Sensor Image/ Data Processing;” \$1,950,000. Niel Holt, Principal Investigator.
5. Utah State University – US Department of Education; “To Operate Regional Resource Center, Region No. 5, Utah State University;” \$1,300,000. John Copenhaver, Principal Investigator.

Reports of Board Committees

Programs Committee – Regent James S. Jardine, Chair

Chair Jardine added his appreciation to Dr. Brad Cook for his participation in the program approval process.

University of Utah – Revised Mission Statement (Tab A). Chair Jardine explained the 2000 USHE Master Planning Task Force on Missions and Roles had recommended that each institution develop a new mission and role statement, to be included in Policy R312, *Configuration of the Utah System of Higher Education, and Institutional Missions and Roles*. The University of Utah’s revision had gone through a lengthy approval process. New emphases were included to recognize the University’s areas of excellence. A request was made in committee that current mission statements be included on future agendas for comparison purposes. **Chair Jardine moved approval of the University of Utah’s Mission Statement. Regent Beesley seconded the motion, which carried.**

Weber State University – Master of Arts Degree in English (Tab B). Chair Jardine said the committee thought this was a very carefully prepared proposal to recognize primarily teachers of English in Weber’s service area. It will be primarily offered during the evening and in summers to accommodate employment schedules of primary participants. The only negative impact would be if participation exceeded expectations. President Millner said university officials were prepared to meet the need of school districts in the area and were prepared to help them meet the needs of No Child Left Behind requirements. **Chair Jardine moved approval of WSU’s Master of Arts Degree in English. Regent Snow seconded the motion, which carried.**

Southern Utah University – Bachelor of Science Degree in Human Nutrition (Tab C). Chair Jardine explained this proposal had resulted from organizational changes in SUU’s Family and Consumer Sciences program. Students now graduate from other colleges so the proposal will provide a way for students to get a degree in their own major. Questions were raised regarding the number of science courses, appropriateness of name, and enrollment. The committee discussed advisement to be sure students were informed that this major did not meet the requirements of the American Dietetic Association. Regent Jensen noted the program matrix appended to Tab I indicated SUU’s intention to bring forward a Bachelor of Science program in Dietetics in the future. Provost Harraf said the Dietetics program was not a short-term goal. **Chair Jardine moved approval of SUU’s Bachelor of Science Degree in Human Nutrition. Regent Cespedes seconded the motion, and it was adopted.**

Dixie State College – Bachelor of Arts and Bachelor of Science Degrees in English (Tab D). Chair Jardine noted conflicting statements between Tabs D and E. Dixie's mission is not to become a comprehensive four-year institution. He clarified the first sentence under "Background" in the Commissioner's cover memo should read, "Dixie State College of Utah (DSC) was approved by the Regents to offer baccalaureate programs in high demand areas and in core foundational areas consistent with four-year colleges." DSC officials have identified three primary emphases to be developed in their core curriculum. English fits into this concept. **Chair Jardine moved approval of DSC's Bachelor of Arts and Bachelor of Science Degrees in English. Regent Reid seconded the motion, which carried.**

Dixie State College – Bachelor of Science Degree in Biology (Tab E). Chair Jardine said the committee had reviewed possible conflicts with other institutions. He noted the cost for the English degree and pointed out the financial impact of these two degrees would be over one million dollars in the next five years. Regent Reid asked if faculty would be available after the program was approved or if this program would be subject to attrition. Chair Jardine said the issue had been raised in committee when the English proposal was discussed. It did not come up when the committee discussed the Biology proposal, but the committee felt approval was warranted, with the stipulation that a report follow in three years to show compliance. **Chair Jardine moved approval of DSC's Bachelor of Science Degree in Biology, with a compliance report to follow in three years. The motion was seconded and adopted.**

Utah Valley State College – Bachelor of Arts Degree in Music, Bachelor of Science Degree in Music, Bachelor of Science Degree in Music Education, and Minor in Music (Tab F). Chair Jardine pointed out during the past several years UVSC has been building its programs in the fine and performing arts. Programs in Dance, Art, and Theatre have already been approved. There are strong music programs in place at UVSC. The Regents, both in PRC and Programs Committee, were comfortable with the BA and BS Degrees in Music, but they had reservations about the Music Education Degree because of the demand for music educators. The principal discussion in the Programs Committee concerned duplication and/or impact on other institutions. The committee was satisfied with the school's readiness. The University of Utah expressed concern that this might draw students away from other institutions. A larger concern came from Snow College because music is one of its strongest programs. The concern is that Utah County students who might otherwise have been planning to go to Snow College would now go to UVSC. The committee decided they were strong programs in their own right and that UVSC should be allowed to move forward. The committee also discussed possible partnerships with institutions currently offering four-year degrees. Challenges were discussed and recognized, especially for funding. President Benson said music was one of Snow College's pockets of excellence. He expressed support for UVSC's program, with the hope that UVSC will foster a partnership with Snow College. Chair Jardine said the Regents always want to know if program proposals seriously impact other institutions. The committee was mindful of the impact on Snow but felt the demand was there. **Chair Jardine moved approval of UVSC's Music Programs, with the following caveats: (1) Institutions offering baccalaureate degrees should be sensitive for opportunities to partner with two-year institutions, particularly those with strong two-year degree programs. (2) An item should be included on an agenda in the near future indicating how the Regents could help look for funding mechanisms for such partnerships. Regent Beesley seconded the motion, and it was adopted.**

Utah Valley State College – Bachelor of Arts and Bachelor of Science Degrees in Communication (Tab G). Chair Jardine said Communication was becoming an increasingly popular degree, one that fits within UVSC's mission. Students learn skills in oral, written, and visual communication in interpersonal, organizational, print, and electronic contexts. The University of Utah registered concern about duplication of programs and the impact on its students. The committee felt the demand had been met and approved the program. **Chair Jardine moved approval of UVSC's BA and BS Degrees in Communication. Regent Snow seconded the motion, which was subsequently adopted.**

Consent Calendar, Programs Committee (Tab H). **On motion by Chair Jardine and second by Regent Snow, the following items were approved on the Programs Committee's Consent Calendar:**

- A. Utah State University
 1. Removal of Business Analysis and Decision-Making Specialization
 2. Removal of Business Information Systems Specialization
 3. Removal of International Economics Specialization
 4. Removal of Quantitative Economic Analysis Specialization
- B. Southern Utah University – Discontinue Undergraduate Physical Education Minor with an Athletic Training Emphasis

Information Calendar (Tab I). Chair Jardine pointed out the matrix of programs under consideration on pages 9-11 of Tab I. He encouraged all Regents to read this item because it is important to know which programs will be forthcoming for Regent approval.

New Century Scholarship – Math and Science Curriculum (Tab J). Chair Jardine noted the changes to curriculum requirements for the New Century Scholarship, which were required as the result of recent legislative action.

In concluding his report, Chair Jardine commended Associate Commissioner Stoddard and her staff. Dr. Stoddard is a tremendous asset to the System and to the program review process. Dr. Stoddard thanked Regent Jardine for his leadership on the PRC Committee. Vice Chair Beesley said the Regents were the beneficiaries of Regent Jardine's experience in several ways. He led the Regents through the moratorium on new programs due to financial constraints as well as other difficult issues. His keen intellect, statesmanship, and devotion to education and community are to be commended.

Chair Pitcher thanked Regent Jardine for his report and for his years of service as chair of the Programs Committee and the Program Review Committee.

Finance Committee – Regent Jerry C. Atkin, Chair

Proposed Revisions to Policy R741, *Capital Facilities Qualification and Prioritization (Q&P) Process* (Tab K). Chair Atkin said four recommendations for implementation in the upcoming capital development process had been discussed the previous day. They were: (1) Leased space will be counted as Q&P space, institutions can include it in their inventory, and it can be replaced as necessary. (2) Life safety will include a physical condition assessment. (3) Definitions of non-state funds were strengthened and clarified. (4) Only the

two research institutions will be allowed to submit multiple projects. Chair Atkin said these changes still allow Regents to make a judgment that does not exactly fit within the Q&P process. **Chair Atkin moved approval to the proposed changes to Policy R741. Regent Snow seconded the motion, which carried.**

Long-term Enrollment Scenarios (Tab L). Chair Atkin said these scenarios would be used in the Q&P process to develop a five-year budget of need compared with existing inventory, and also for general planning purposes. In the planning meeting the previous day, the Regents agreed to adopt Scenario 3. **Chair Atkin so moved. The motion was seconded by Regent Snow and adopted.**

UHEAA – Approving Resolution: Amendment to 1988 General Student Loan Program Indenture and Replacement of a Cash-Funded Reserve with a Surety Bond (Tab M). Chair Atkin explained a \$17 million fund being held as collateral would be replaced with a surety bond. An amendment to the 1988 General Indenture was included in the Twelfth Supplemental Indenture of Trust dated February 1, 2005, subject to the consent of at least two-thirds of the bond holders of outstanding bonds and final Board approval. The bond holders recently met and gave their consent. **Chair Atkin moved adoption of the Approving Resolution. The motion was seconded by Regent Jensen and adopted by the following vote:**

AYE:

Jerry C. Atkin
Daryl C. Barrett
Bonnie Jean Beesley
Rosanita Cespedes
Katharine B. Garff
Ali Hasnain
Meghan Holbrook
James S. Jardine
Michael R. Jensen
Jed H. Pitcher
Josh M. Reid
Marlon O. Snow
Sara V. Sinclair

(AYE)

NAY:

(None)

Snow College – Campus Master Plan (Tab N). Brochures were distributed to outline the current master plan and the college's plans for future development. A Science Building will be added this year. Expansion of the Utah Shakespeare Festival is also planned in the future, as Fred Adams explained to the committee. **Chair Atkin moved approval of Snow College's Campus Master Plan. The motion was seconded by Regent Holbrook and adopted.**

Southern Utah University – Property Purchase (Tab O). The property is a residential complex adjacent to the campus. Proximity is important and the revenue stream will help to repay the cost. **Chair Atkin moved approval of SUU's purchase of the Dewey Avenue Apartment complex, subject to SUU Trustees'**

approval, at an amount not to exceed the appraised value. The motion was seconded by Regent Snow and adopted.

Consent Calendar, Finance Committee (Tab P). On motion by Chair Atkin and second by Regent Snow, the following items were approved on the Finance Committee's Consent Calendar:

- A. 2005-2006 Final Work Program Revisions
- B. 2006-2007 Work Program Revisions
- C. 2006-2007 Budget Implementation Reports
- D. 2006-2007 Appropriated Ongoing Operating Budgets
- E. Spring Semester and End-of-year Enrollment Reports
- F. Proposed Revisions to Policy R165, *Concurrent Enrollment*
- G. Proposed Revisions to Policy R548, *Institutional Discretionary Funds Administration*
- H. UofU and USU – Capital Facilities Delegation Reports

Information Calendar (Tab Q). Chair Atkin noted the update on possible administrative data processing functions, preview list of 2007-2008 capital development projects, and the annual report on research grant awards included in the Information Calendar.

Chair Pitcher thanked Regent Atkin for his report.

Report of the Chair

Chair Pitcher thanked the Nominating Committee and commended everyone for participating in the planning meeting. He thanked Commissioner Kendell and his staff as well as the Regents who have been chairing the various committees. He said he looked forward to working with Vice Chair Beesley. She will oversee the Resource and Review Team efforts with reports to the Regents in June and December. She will also develop a self-evaluation instrument for the Board and will work with committee chairs to prepare a master calendar of all meetings for the coming year.

Report of the Commissioner

Appreciation. Commissioner Kendell thanked President Stauffer and his staff for their hospitality and for keeping the logistics of the two-day meeting so well organized. He acknowledged the Regents' role and their selfless dedication to higher education. He also acknowledged his staff for their work in preparing for these meetings and noted the heavy volume of material that had been distributed over the two days. He acknowledged the presidents for their work and the high quality they add to the System. The exchange of ideas and differences of opinion are valuable and helpful.

Budget Proposal. Commissioner Kendell said he had put together a modest proposal of higher education needs (\$400 million over the next five years). This is a significant investment for the state, and it is one of the most important investments the state can make to sustain a viable future for Utah. The planning document will be fine-tuned and brought back to the Regents for approval.

Highlights of Notable Accomplishments. Commissioner Kendell noted the outstanding achievements of each institution and commended the Presidents for those remarkable accomplishments. He also commented on the successes of UHEAA and UESP and commended their respective directors.

Commissioner Kendell encouraged the State Board of Education to continue to address the issue of increased rigor in high school graduation requirements and wished them well for their upcoming meeting.

Adjournment

Chair Pitcher announced he would be meeting with each president and his/her trustee chair before the end of the year. Secretary Cottrell will arrange the meetings with each institution.

The meeting was adjourned at 1:09 p.m., after which the Regents had a luncheon meeting with the Dixie State College Board of Trustees and some legislators from southern Utah.

Joyce Cottrell CPS
Executive Secretary

Date Approved

September 6, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE - Institutional Capital Development Projects for 2007-2008

Regent policy R-710 outlines "the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities." In preparation for submitting a prioritized list of projects to the State Building Board, Governor and Legislature, the Regents modified the Q&P Process used to rank projects (R-741). These changes tightened the definition of "non-state funds," expanded priority points to include an opportunity to earn "function points" and limited multiple submissions to the two research institutions.

At the time of mailing, staff was still working with institutions and DFCM to finalize costs, life safety rankings and non-state funds. The final ranking will be available for consideration at the September meeting of the Regents. During that meeting Regents will evaluate individual projects and compare needs among the schools in light of the priority ranking set by the Q&P.

USHE Capital Development and Land Acquisition Priorities		
2007-2008		
Project		Total cost
UU College of Nursing		\$21,500,000
UU Campus Learning Center		\$48,900,000
USU College of Agriculture Replacement/Classroom Building		\$90,000,000
USU Historic Quad Building		\$10,000,000
WSU Classroom Building/Buildings 1 & 2 Replacement		\$29,600,000
SUU Science Building Addition		\$15,938,100
Snow College and Sanpete County Library/Classroom Building		\$19,000,000
DSC Centennial Commons		\$45,000,000
CEU Dormitory Project		\$2,200,000
UVSC Science Building Addition		\$32,500,000
SLCC Digital Design & Comm. Center/ South City Campus Student Life Center		\$40,000,000

Commissioner's Recommendation

The Commissioner's recommendation will accompany the final rankings.

REK/MHS/KGW

Richard E. Kendell
Commissioner of Higher Education

September 6, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: "Other Funds" Capital Development Projects for 2007-2008

Regent Policy R 710 requires the Regents approve requests for projects to be constructed on USHE campuses. This includes:

- Approval of institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested (R 710-4.5.5).
- Proposals for projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets (R 710-4.5.5.1).
- Major construction or remodeling projects (defined as projects costing more than \$1,000,000) funded through private sources or a combination of private sources (R 710-4.5.5.2).

The Board of Regents may submit projects directly to the building board. However, non-state projects that do not receive legislative approval are not eligible for state funded O&M or capital improvement funding.

Projects funded with non-state dollars are eligible for state appropriated O & M when the use of the building is for approved academic and training purposes and is consistent with the institution's master plan (R 710-4.5.6).

USHE Non-State Funded Capital Development Request				
2007-2008				
Project	Total Cost	GSF	State Funded O&M	Source of Funds
UU Student Recreation Center (Approved by Regents 08/2005)	\$42,000,000	157,000	\$0	Private Donation/Student Fees
WSU Hurst Lifelong Learning Center	\$7,200,000	43,777	\$216,700	Private Donation/Program Revenue
SLCC Facilities and Parking Building	\$2,500,000	20,500	\$123,000	Parking Revenue/Inst. Reserves

Attached to this memo is a summary of this year's request for non-state funded projects. Staff and institutional representatives will be on hand to answer questions during the September meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the non-state funded list to be forwarded to the Building Board, Governor and Legislature.

REK/MHS/KGW

Richard E. Kendell
Commissioner of Higher Education

UU Student Life Center (approved by the Board of Regents 08/2005) In August of 2005 the Board of Regents gave approval to the University of Utah's request to seek legislative approval for a Student Life Center. At the time the project cost came in at \$35 million. The Legislature did not provide that approval during the 2006 General Session, but the University is confident that such approval will be granted this year even though a conservative inflation estimate pushed the cost of the project to \$42 million. Given the change in cost the University seeks to ensure that the full Board is aware the project is being submitted again. The statement below is updated from last year's request:

As part of its effort to increase student engagement in campus life, the University of Utah completed a feasibility study for the development of a student life center. Studies indicate that a student life center significantly enhances a student's university experience which leads to increased retention, graduation rate, and better academic performance. This matches the results found at other major universities that have built similar facilities. Student government, through the Associated Students of the University of Utah (ASUU), approved moving forward with financing from student fees. The Board of Regents approved the University's request to move forward to the Regents with a \$42 million request for a non-state funded (revenue bond) project. The University of Utah also committed to provide \$10 million in donations toward the project.

Weber State University Hurst Center for Lifelong Learning. WSU proposes to construct a \$7,200,000 non-state funded project of 43,777 square feet to house three university departments – Continuing Education, Development, and University Communications. The Hurst Center for Lifelong Learning will be located immediately east of the John A. Lindquist Alumni Center on the southwestern corner of the WSU Ogden campus. The departments to be housed in the Hurst Center currently operate out of Promontory Tower, a residence hall. Relocating these functions allows the university to regain student residential housing space in Promontory Tower. In addition, consolidation of these departments will optimize the work spaces for each area, allowing synergy with other occupants of the building and promoting stronger interaction with the Alumni Relations staff.

The facility will be two stories above ground with a basement, and will be the first new building to address administrative space shortfalls on the Ogden campus in over 35 years. The layout of the facility is tentatively programmed to include 50 offices for staff, 30 open workstations, 5 conference rooms, 14 file storage and work rooms, one IT computer server room, an assembly hall of 4,000 square feet that can be subdivided into three smaller rooms with movable partitions, and break rooms with a kitchen facility. Private sources of funding include a \$3,000,000 grant from the Stewart Educational Foundation, \$3,000,000 in program revenue, and \$1,200,000 from University fund raising efforts that are already underway. State requested operations and maintenance funding for the facility equals \$216,700.

SLCC Parking and Facility Building SLCC's master plan calls for relocating its parking and maintenance operations to a building located in the facilities complex at the northwest corner of the Redwood Road Campus. The project will consolidate like programs on the edge of campus that do not need to be located in the center of campus, as they now are. The new building will provide consolidated office space for

Facilities management, Key Office, Parking Services, Mail Services, Security and Materials Handling. This project puts facility management near most of the people supervised and allows for better use of high demand space. In preparation for this project, the College has been setting aside operational savings to combine with funds from parking revenue. The 20,500 square foot building is anticipated to cost \$2.5 million. Since the project provides E&G operational support, it is eligible for state funded O&M that will not exceed \$123,000.