

AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
REGENTS' OFFICES, SALT LAKE CITY, UTAH

MAY 30, 2008

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

REGENTS' OFFICES, SALT LAKE CITY, UTAH

May 30, 2008 <u>Agenda</u>

	00 a.m MEETIN 30 a.m.	IGS OF BOARD COMMITTEES	
Reg	ADEMIC, CTE AND STUDENT SUCCESS gent Katharine B. Garff, Chair mmissioner's Board Room, 5 th Floor	("PROGRAMS") COMMITTEE	
ACT 1. 2. 3. 4.	TION: Utah State University – Master of Music Southern Utah University - Bachelor of I Southern Utah University - Bachelor of I Proposed Revisions to Policy R312 (UV	Fine Arts in Theatre with Emphases Music with Emphases	Tab A Tab B Tab C Tab D
CON 5.	NSENT: Consent Calendar, Programs Committe A. University of Utah - Discontinuance B. Utah State University - Bachelor of State University - Linguistics D. Southern Utah University - Discontinuance	of the Physical Therapy BS Science in Economics Degrees in China Minor nued Minors	Tab E
INF0 6. 7.	ORMATION/DISCUSSION: Utah State University - Restructure of E Southern Utah University A. Discontinued Emphases B. Name Changes	lementary and Secondary Education into New Unit	Tab F Tab G
8.	Dixie State College – Program Review F A. Developmental Studies B. Social Services	Reports	Tab H

Tab I

Utah Valley State College – Name Changes

9.

Regents' Board Room, Lobby Level ACTION: USHE – Proposed Presidential Salaries for 2008-2009 Tab J Utah Valley State College - Property Purchase Tab K 2. CONSENT: Consent Calendar, Finance Committee Tab L A. UofU and USU – Capital Facilities Delegation Reports B. Utah State University – Purchase of Property Adjacent to Tooele Campus C. Utah State University – Sale of Leasehold Interest in Buildings at Innovation Campus D. USHE – Prison Education Programs E. Proposed Revisions to Policy R926, *Use of Office-owned IT Resources* F. Proposed Revisions to Policy R992, *Information and Technology Resource Security* DISCUSSION: Preview of Upcoming Issues Tab M INFORMATION: **UHEAA** - Student Loan Update Tab N Southern Utah University - Outsourcing of Food Services Tab O 6. Southern Utah University - Update on Plan of Financing for New Residence Hall 7. Tab P STRATEGIC PLANNING AND COMMUNICATIONS COMMITTEE Regent James S. Jardine, Chair Small Board Room, Lobby Level ACTION: Proposed Revisions to Policy R512, *Determination of Resident Student Status* Tab O 1. Proposed Revisions to Policy R609, Regents Scholarship Tab R INFORMATION/DISCUSSION: Campus Reports on Retention - Weber State University and Utah State University Tab S Report on Legislative Task Force Tab T 4. Report on Governor's Globally Competitive Workforce Steering Committee 5. Tab U Report from Strategic Planning Working Group Tab V

FINANCE, FACILITIES AND ACCOUNTABILITY COMMITTEE

Regent Jerry C. Atkin, Chair

10:30 a.m. -

10:40 a.m.

REFRESHMENTS / BLACKBERRY BREAK

Foyer, Lobby Level

10:40 a.m. - COMMITTEE OF THE WHOLE AND REGULAR BOARD MEETING 11:40 a.m. OF THE STATE BOARD OF REGENTS

Regents' Board Room, Lobby Level

- 1. Election of Chair and Vice Chair
- 2. Commemorative Resolutions
- 3. Reports of the Board Committees

Programs Committee (Tabs A - I) Finance Committee (Tabs J - P) Planning Committee (Tabs Q - V)

- 4. General Consent Calendar
- 5. Report of the Commissioner
- 6. Report of the Chair

11:45 a.m.

LUNCHEON MEETINGS

Tab W

State Board of Regents – Executive Board Room, 4th floor (Closed session to hear Resource & Review Team Reports)

Chief Academic Officers – Commissioner's Board Room, 5th floor Chief Business Officers - EdNet Room, 5th Floor All Others – Regents' Board Room, Lobby Level

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

#### **MEMORANDUM**

May 21, 2008

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Master of Music Degree with Specialization in Piano

Performance and Pedagogy, Effective Fall 2008 - Action Item

#### <u>Issue</u>

Utah State University requests approval to offer a Master of Music Degree (MM) with a specialization in Piano Performance and Pedagogy, effective Fall 2008. This program was approved by the institutional Board of Trustees on March 7, 2008.

## Background

Utah State University (USU) has earned an international reputation (see Appendix F) in its undergraduate piano performance program. The institution's next step is to integrate instruction in piano pedagogy with high-level piano performance, preparing graduates to offer piano instruction for private studios and to teach in a college environment. Most professional pianists operate private studios for students of various ages and abilities, and this program will offer the instruction and applied experience necessary to address these professional needs. In addition, the Master of Music Degree with its specializations will prepare students for admission into a program of doctoral study, or for a professional career in music. Unlike the programs at other institutions in the state (such as those at the University of Utah and Brigham Young University), which award Master of Music Degrees in Piano Performance, the proposed program at USU will emphasize teaching (pedagogy) in addition to performance. The additional training in advanced pedagogy will prepare students to teach, since the majority of active pianists not only perform, but also earn a living teaching in either a university or a private studio. The 36 hour program is divided among performance, pedagogy, and history and theory.

The proposed program expects to draw from among its 40 undergraduate piano students, of whom 79 percent expressed interest in remaining at USU for the MM degree program.

Some of the new graduate students will be offered Graduate Instructorship positions for which these students will teach basic undergraduate courses, such as Music Theory, Aural Skills, and Keyboard Harmony, under faculty supervision. These courses will comprise less than ten percent of undergraduate major courses.

Funding for this program will come from the Department of Music's ongoing operational budget, the USU Youth Conservatory, and a private donor. No additional faculty, staff or facilities will be needed during the first five years of the proposed program.

### Policy Issues

USHE institutions were supportive of the request and recognized USU's international accomplishments in student piano competitions. The University of Utah while supportive expressed concern regarding the diversity of students needed for ensemble experience. USU demonstrated that it would have the necessary students for diverse ensemble experiences.

# Commissioner's Recommendation

The Commissioner recommends that the Regents review the request from Utah State University to offer the Master of Music Degree with specialization in Piano Performance and Pedagogy, raise guestions, and, if satisfied, approve the request.

David L. Buhler, Interim Commissioner

BLB/PCS Attachment

# Academic, Career and Technical Education, and Student Success Committee Action Item

Request to Offer a Master of Music Degree with Specialization in Piano Performance and Pedagogy

**Utah State University** 

Prepared for: David L. Buhler by Phyllis C. Safman

May 21, 2008

#### SECTION I: The Request

Utah State University (USU) requests approval to offer a Master of Music Degree (MM) with a specialization in Piano Performance and Pedagogy, effective Fall 2008. This program was approved by the institutional Board of Trustees on March 7, 2008.

## **SECTION II: Program Description**

#### **Complete Program Description**

The USU Music Department is a unit of the Caine School of the Arts in the College of Humanities, Arts, and Social Sciences, with over 250 undergraduate music majors and a full-time faculty of twenty-five, including newly-appointed Department Head Craig Jessop, former music director of the Mormon Tabernacle Choir. The Department is a member institution of the National Association of Schools of Music (NASM), the external accrediting body for music schools in the United States. All three undergraduate programs of the Department—Music Education, Music Therapy, and Performance and Pedagogy—consistently place over 90 percent of graduates in the profession or in graduate school. It is based on this success with its undergraduate students that the Department presents this proposal for a master's program.

A natural extension of an internationally esteemed undergraduate piano program (see Appendix F), the Master of Music Degree with a specialization in Piano Performance and Pedagogy will prepare students either for admission into a program of doctoral study, or for a professional career in music as a performer or teacher. Unlike the programs at other institutions in the state (such as those at the University of Utah and Brigham Young University), which award Master of Music Degrees in Piano Performance, the proposed program at Utah State University will emphasize teaching in addition to performance. The additional training in advanced pedagogy will serve students who are seeking careers as professional musicians, since the majority of active pianists not only perform, but also earn a living teaching in either a university or a private studio.

Students in the program will complete a minimum of 36 approved semester credits. The distribution of credit hour subjects is in accordance with the guidelines outlined in the 2007–2008 handbook of the National Association of Schools of Music (NASM), and fulfills the requirements for a Master of Music Degree with a dual specialization in Piano Performance and Piano Pedagogy:

Performance 12 credits
Pedagogy 12 credits
History and Theory Electives 12 credits

Total 36 credits

All of the required coursework will be offered by fulltime faculty on the campus of Utah State University while students are in residence. Graduate piano students will have opportunities to engage in collaborative activities with other students and ensembles in the Music Department. As accompanists to vocalists, instrumentalists, and choirs, the piano students are essential to the success of multiple areas of musical study. Also, their participation in various ensembles (including

chamber music, Symphony Orchestra, Symphonic Band, and the Contemporary Music Ensemble) greatly increases the variety of repertoire available for instrumentalists and, subsequently, audiences. As an integral part of the graduate program, these activities would come at no extra cost to the Department.

Selected MM students will be offered department-funded Graduate Instructorship positions under faculty supervision. After completing departmental requirements, these students will be eligible to teach courses (including Music Theory, Aural Skills, and Keyboard Harmony) in the undergraduate curriculum for music majors and minors. With appropriate experience, one of these graduate instructors also may be able to assist in the department's University Studies courses. The courses to be taught by the graduate instructors are lower division, skills-based courses, all taken in the first three semesters by all undergraduate music majors. Courses taught by graduate students will account for less than 10 percent of the total number of credits taken by music majors during their undergraduate program. This work with graduate instructors will in no way diminish the quality of education for undergraduate students, who will still have the opportunity to work directly with full-time faculty in their particular areas of emphasis each semester that they are in residence.

All graduate students, including those who do not receive an Instructorship position, will also have the opportunity to provide private piano instruction to non-majors, for which they would receive payment. These teaching opportunities will be invaluable components to the graduate program, which is specifically designed to prepare students for teaching music at various levels.

The Department of Music currently has the necessary resources to launch a graduate program that fosters the highest standards of pedagogy. The Youth Conservatory provides an ideal setting for graduate piano students to acquire practical skills in both classroom and private instruction. Recognized by the National Association of Schools of Music, the Youth Conservatory has been operative for almost thirty years and currently accommodates over 200 pre-college pianists. Until now, selected undergraduate students have assisted in the program, but the addition of four graduate students would allow the piano faculty to supervise the students' work more readily and concentrate on advanced instruction.

In addition to the number of students generated by the Youth Conservatory, the Department of Music consistently receives over 100 requests per semester from non-majors for private piano instruction, some of which have been denied due to a lack of qualified instructors. These instructional hours may be assigned to graduate students who could earn up to \$1,500 per semester from private instruction fees and gain practical experience in teaching at a higher level. The additional revenue would offer financial assistance to graduate students and greatly reduce the financial burden of hiring adjunct instructors or part-time lecturers.

Through their affiliation with the Music Department at Utah State University, graduate students would be an integral part of the Caine School of the Arts, an artistic and intellectual community of students and faculty from several departments (including art, creative writing, interior design, landscape architecture and environmental planning, music, theatre arts, and the Nora Eccles Harrison Museum of Art), which regularly hosts a broad spectrum of interdisciplinary events, such as performances, exhibitions, symposia, lectures, and readings.

The piano faculty at Utah State University maintains high visibility and exerts a strong influence in the fields of both performance and pedagogy. Students of Professors Gary Amano and Dennis Hirst have been awarded the highest honors in national and international performance competitions. Active members of the Music Teachers National Association, piano faculty contribute regularly to regional, state, and national functions. They have published articles in the *American Music Teacher* journal, and they have given presentations at the World Pedagogy Conference.

## **Purpose of Degree**

The primary purpose of this proposed program is to integrate instruction in piano pedagogy with high-level piano performance, preparing graduates who will offer piano instruction from private studios as well as those who will teach in a college environment. Graduates of this program will also be equipped to pursue Doctor of Musical Arts (DMA.) degrees at other institutions.

#### Institutional Readiness

The Department of Music is currently prepared to offer the Master of Music program without additional resources. Graduate instructors, under the supervision of faculty mentors, will assume teaching responsibility of selected undergraduate coursework, which will allow faculty members to provide the necessary instruction in the graduate program. The faculty course load, in other words, will be redistributed; it will not increase. (See Appendix E: Redistribution of Faculty Workload.)

# **Faculty**

It will not be necessary to hire additional faculty during the first five years of this program. Current faculty members are qualified under National Association of Schools of Music (NASM) standards to offer graduate coursework. According to the NASM standard regarding faculty qualifications, faculty members "...shall be qualified by earned degrees and/or professional experience and/or demonstrated teaching competence for the subjects and levels they are teaching." (*National Association of Schools of Music Handbook 2007-08*, second edition, p. 51.) Additional NASM comments and guidelines regarding faculty appointments indicate that:

NASM recognizes the availability of doctorates for specialists in performance, composition, and some other applied disciplines. At the same time, the Association recognizes that some highly qualified practitioners may hold other academic degrees; others may not hold any academic degrees. In such cases, the institution should base appointments on experience, education, and expertise at least equivalent to those required for the master's degree in music or another appropriate field. (*National Association of Schools of Music Handbook 2007-08*, second edition, p. 51)

#### Staff

Staff support for the proposed program will be handled with resources in the Department of Music.

# **Library and Information Resources**

The music collection of the Merrill-Cazier Library has been growing steadily since Fall 2004. Over the last three years, faculty musicologist Eric Smigel has been working closely with library acquisitions personnel to ensure that the library collection can support the research and performance needs of both undergraduate and graduate students. Over 600 titles of books, scores, and CD and DVD recordings have been added to the catalog during this period, and more have been and will continue to be ordered. In 2006 the Music Department procured a \$10,000 grant from the Marie Eccles Caine Foundation, which facilitated the acquisition of over 200 study and performance scores, and over 100 CD recordings. The materials added over the past four years have been chosen by academic and applied faculty with this potential graduate program in mind. Subscriptions to the New Grove Online Dictionary of Music and Musicians, Society for Ethnomusicology Online Journal, British Forum for Ethnomusicology Electronic Resource, Music Theory Online, Journal of the Society for Music Theory, Piano and Keyboard Electronic Resource, International Index to Music Periodicals, and other electronic and print resources will provide a solid foundation in research materials. The applied and academic faculty have worked closely with the library acquisitions staff in selecting collected works editions of Bach, Beethoven, Brahms, Chopin, Debussy, Handel, Haydn, Monteverdi, Mozart, and Schubert, in addition to Schrade's Polyphonic Music of the Fourteenth Century, and others. The library has also worked to provide a large volume of performance materials appropriate for graduate study and performance, particularly collections of piano works. Music faculty members will continue to work with the library staff to build on this music collection.

Additionally, the university currently subscribes to several professional journals that will be important to students in the proposed program, including *American Music Teacher*, *Clavier*, *Journal of the American Musicological Society*, *Keyboard Companion*, *Music Educators Journal*, *Musical Quarterly*, *Nineteenth-Century Music*, and *Perspectives of New Music*. Additional electronic resources available to students at Utah State University are excellent, including reference to online databases, full-text articles in dozens of professional journals, and access to interlibrary loan.

### **Admission Requirements**

Applicants for admission to the MM program must have a bachelor's degree in any field of study, with a GPA of at least 3.0. Students must have scores on the verbal and either the quantitative or analytical portions of the Graduate Record Examination (GRE) at or above the 40th percentile. International applicants must take the Test of English as a Foreign Language (TOEFL) and earn a minimum score of 213. Three satisfactory letters of recommendation also are required.

In addition to established School of Graduate Studies' requirements, the Department requires students to audition in front of an Entrance Committee comprised of members of the piano faculty who will determine the appropriate repertoire. If a live audition at the USU campus is impractical, applicants may send an audio-visual recording that demonstrates their level of proficiency with regard to both piano performance and teaching. Candidates also will be required to pass diagnostic examinations in music theory and music history that ensure their preparation for graduate-level study in these fields.

#### Student Advisement

The director of student advisement will be Associate Professor Dennis Hirst, who will meet with each candidate to establish an appropriate course of study.

#### **Justification for Graduation Standards and Number of Credits**

The solo recital, jury requirements and comprehensive examination are consistent with the standards for NASM member institutions. In accordance with policies established by the School of Graduate Studies at USU, the number of required credits is sufficient for ensuring that students will have formal learning experiences in a range of theory, research, and applied studies related to the field. In the proposed program, as specified by NASM requirements, areas of Performance, Pedagogy, and Research will each account for one-third of the total credit hours.

#### **External Review and Accreditation**

The Department of Music is currently accredited by the National Association of Schools of Music (NASM) which officially oversees music program standards of higher education in the United States. In accordance with NASM policy, the Music Department will apply for Plan Approval after Regents' approval and before students are admitted into the program. The Music Department has begun the Plan Approval process.

# **Projected Enrollment**

Below are the student FTE enrollments and the mean student FTE to faculty FTE ratio for each of the first five years of the program.

|                          | 2008–2009 | 2009–2010 | 2010–2011 | 2011–2012 | 2012–2013 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Number of Students:      | 4         | 6         | 8         | 10        | 10        |
| FTE Faculty:             | 2         | 2         | 2         | 2         | 2         |
| Student to Faculty Ratio | o: 2:1    | 3:1       | 4:1       | 5:1       | 5:1       |

# **Expansion of Existing Program**

The MM is a new program that will not require an expansion in the size of pre-existing classes.

#### **SECTION III: Need**

### **Program Need**

The proposed degree program is designed to fill an increasing demand for piano instructors who not only perform at a high level, but who also hold advanced credentials in teaching. Most professional pianists operate private studios for students of various ages and abilities, and this program will offer the instruction and applied experience necessary to address these professional needs. In addition to providing instruction in high-level performance, the MM degree will prepare graduates to teach either in private studios or in a college environment.

#### **Labor Market Demand**

In the past, it has been necessary for students to travel out-of-state to gain the requisite education in advanced pedagogy that the increasingly competitive market demands. In 2005 the Music Teachers National Association (MTNA) conducted a survey of its members, the results of which were published in the American Music Teacher April/May 2006 journal (p. 83). According to the study, 50 percent of MTNA members in the country are unable to accommodate student demand and, therefore, have a waiting list. MTNA chapter officers in Utah, contacted by members of USU's piano faculty, confirm that the demand in Utah for qualified piano teachers is at least as high as the national average. MTNA's 23,625 members consist mostly of private and university piano teachers of which 77 percent of these members are independent piano teachers, many of whom could add to their knowledge and increase their fees by obtaining a master's degree. Indeed, 20 percent of the MTNA members surveyed in the above-cited article indicated that continuing education was one of their main concerns as teachers. This is especially relevant to residents of Utah, where the demand for private piano instruction per capita is among the highest in the country. Also, the majority of searches for tenure-track positions in piano at universities and conservatories indicate a preference not only for candidates who demonstrate high-level performance, but also for those who have received academic and applied training in advanced pedagogy. The National Association of Schools of Music (NASM) recommends that music programs in higher education "base appointments on experience, education, and expertise at least equivalent to those required for the master's degree in music or another appropriate field." (National Association of Schools of Music Handbook 2007-08, second edition, p. 51.) The master's degree is, therefore, an important credential to have in seeking a part-time position at a college or university. For students intent on seeking a full-time university position, this degree program is designed to prepare them to enter a DMA program at another institution.

#### **Student Demand**

Given the expressed interest by current and former students, and encouragement by professionals in the field, enrollment in the proposed graduate program is virtually a certainty at the outset. Based on surveys conducted over the last two years, 79 percent of the 40 current undergraduate piano students at USU would continue studies toward a graduate degree in this Department if they were given the opportunity. There is also documentation of support from several colleagues working at music schools of international repute (including the Eastman School of Music, the Juilliard School, and the University of Southern California), who would recommend that their graduating students pursue an advanced degree at Utah State University should the Department of Music offer such a program. (Excerpts from several of these letters are available upon request).

### Similar Programs

There are numerous programs that offer Master of Music Degrees in Piano Performance, but in the Utah System of Higher Education only the University of Utah offers this degree. Among schools in the Western Interstate Commission for Higher Education, there are only a few programs that offer an MM degree in Piano Pedagogy (such as the University of Denver, and the University of Oregon), and fewer that grant MM degrees with a dual specialization in Piano Performance and Pedagogy (including the University of Colorado at Boulder, the University of Idaho, and Central

Washington University). Outside the Western United States the following institutions have graduate programs with a dual specialization in Piano Performance and Pedagogy: University of Northern Iowa, Northwestern University, University of Michigan at Ann Arbor, Westminster Choir College, Penn State University at University Park, and the University of Texas at San Antonio.

# Collaboration with and Impact on Other USHE Institutions

In Utah the proposed program is unique in its dual focus on Piano Performance and Pedagogy. The Music Departments at Brigham Young University and the University of Utah, for example, offer a Master of Music Degree in Piano Performance, but the programs do not require the advanced pedagogical training necessary for a specialization in Piano Pedagogy. While a graduate student at the University of Utah may choose to take elective courses in piano pedagogy, such electives do not earn the student a specialization in piano performance and pedagogy. This specialization will be unique in the state, not only in degree title, but also in the fact that the experiences USU's graduate students will have as part of the Youth Conservatory do not exist at other institutions in Utah.

Given this primary difference, there will be minimal negative impact on the performance oriented programs at either the University of Utah or Brigham Young University when the graduate program in Piano Performance and Pedagogy is offered at USU. Because of the overlap in certain requirements, however, there may be opportunities for collaboration: since a limited number of credit hours can be transferred into any of these programs, individual students may wish to complete a course at an alternate institution with approval from their supervisory committees.

#### Benefits

A graduate program in Piano Performance and Pedagogy will enhance the Caine School of the Arts, the College of Humanities, Arts, and Social Sciences, and attract a greater number of exceptional piano students to Utah State University, thereby increasing its national and international reputation. The presence of graduate students in the piano program will have an immediate impact on the entire Music Department: More experienced performers will provide a higher level of collaborative artistry for instrumentalists, vocalists, chamber groups, and larger ensembles, which will subsequently raise the standards of performance and scholarship. Shortly after its implementation, the program is expected to produce recruitment benefits that will be evident in the increased number and quality of applicants at both the graduate and undergraduate levels, which will contribute to the academic, professional, and financial success of the University.

### **Consistency with Institutional Mission**

In accordance with the mission statement of the School of Graduate Studies, the proposed program will offer graduate students the opportunity to acquire comprehensive knowledge of piano performance and pedagogy through research and both classroom and individualized instruction, to develop and practice professional skills, and to gain leadership experience. Master of Music candidates will also directly serve the community through the Youth Conservatory's curriculum of individual and group piano instruction.

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

#### **Program Assessment**

The Music Department, in accord with college and university policy, currently uses two forms of assessment--student course evaluations and faculty peer observations--to monitor the quality of instruction in the classroom. Course evaluations are administered each semester, and the faculty members in the piano area frequently attend each other's classes. Professor Amano regularly attends courses taught by the academic faculty as well. The data from student and peer course evaluations are taken into account in the department head's annual evaluation of each faculty member and in the course of merit pay and tenure and promotion decisions.

The university assessment office tracks, with the assistance of departments, job placement of departmental graduates. Data from this annual placement survey for master's graduates are expected to show acceptance in top DMA programs with significant assistantships or fellowships, publications of teaching materials by graduates in independent teaching studios, invitations for graduates to adjudicate reputable festivals and competitions in the Intermountain West, success for master's students and graduates in their own competitive performances, and effective placement in teaching positions at colleges and universities.

Additional information on the learning outcomes for individual students will be obtained through examinations and discussions in seminar classes and, particularly, in the written and oral comprehensive examinations. Should job or graduate school placement not be as expected, or, should gaps in knowledge emerge as part of the examination process, the faculty will revise the curriculum to address these issues.

Specific goals for the program and the means of assessment are described in the table below.

| Program Goals                                          | Assessment Processes                                                                                                                                                                                                |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide high quality instruction for M.M. students     | Student course evaluations for every class will<br>be administered, with results to be formally<br>reviewed by a faculty committee     Peer classroom observation and review will be<br>conducted on a yearly basis |
| Ensure timely progress of students through the program | MM students will be reviewed and mentored<br>each semester by a faculty advisor                                                                                                                                     |

| Provide students with a solid understanding of current literature, theory, and practice in the field (including performance; pedagogy; historical, research, and theoretical foundations; and entrepreneurship and marketing) | MM students must pass a written and oral comprehensive examination before they graduate                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support the development of teaching excellence by M.M. students                                                                                                                                                               | <ul> <li>Graduate Assistants will be reviewed each semester by a designated faculty member</li> <li>Private and group piano instruction by M.M. candidates will be observed and reviewed on a regular basis by a piano faculty member</li> </ul>                                                         |
| Prepare students for high-level musical performance                                                                                                                                                                           | <ul> <li>Performance juries comprised of the entire piano faculty will be required of all MM students at the end of each semester</li> <li>During the final semester of study, MM students will perform a solo recital or lecture-recital, which must be approved by the entire piano faculty</li> </ul> |

# **Expected Standards of Performance**

Upon successfully completing the MM program, graduates will:

- have earned a minimum of a 3.0 GPA in 36 credits of graduate coursework
- have passed a written and oral comprehensive examination
- have performed a solo recital or lecture-recital of 60-minute duration
- be qualified to be hired as an applied instructor at an institution of higher education
- be eligible to apply for admission into a doctoral program of study in music
- be prepared to establish and operate a private teaching studio

These standards of performance reflect the expectations of MM graduates from programs comparable to that being proposed.

#### **SECTION V: Finance**

# **Budget**

It will not be necessary to increase the operating budget of the Music Department or the Youth Conservatory in order to launch the proposed program.

# **Funding Sources**

The Music Department could implement the proposed curriculum for the Master of Music Degree with few additional resources. Funds accrued by the Music Department, supplemented by those from the Youth Conservatory and private donors, will fund Graduate Instructorship positions for four MM candidates each year in the minimum amount of \$600/credit per student. In accordance with the policies of the Graduate School, each resident student who qualifies for a Graduate Instructorship position will also be eligible to receive annual health insurance in the amount of \$1,000 per student, and to apply for a full-tuition waiver. (In order to receive tuition remission, applicants must be nominated for in-state awards, which are distributed by the college office. Out-of-state applicants must establish residency to be eligible for the award.) Graduate students will also have the opportunity to earn collectively up to \$9,000 per year for private piano instruction of non-majors.

| ANNUAL COST PER GRADUATE INSTRUCTOR                                                |                                         |  |  |  |
|------------------------------------------------------------------------------------|-----------------------------------------|--|--|--|
| Instruction fee (4 credits per semester @ \$600) Health Insurance                  | \$4,800.00<br>\$1,000.00                |  |  |  |
| TOTAL                                                                              | \$5,800.00                              |  |  |  |
| ANNUAL REVENUE SOURCES FOR GRADUATE INSTRUCTORSHIPS                                |                                         |  |  |  |
| Department of Music<br>Youth Conservatory<br>Axtell Instructorship (private donor) | \$12,200.00<br>\$6,000.00<br>\$5,000.00 |  |  |  |
| TOTAL REVENUE TOTAL COST (Four Graduate Instructors)                               | \$23,200.00<br>\$23,200.00              |  |  |  |

**Utah State University** 

Masters of Music with a Specialization in Piano Performance and Pedagogy.

| Financial A               | nalysis Form | for All R40  | 1 Document | S          |            |
|---------------------------|--------------|--------------|------------|------------|------------|
|                           | Year 1       | Year 2       | Year 3     | Year 4     | Year 5     |
| Students                  |              |              |            |            |            |
| Projected FTE Enrollment  | 4            | 6            | 8          | 10         | 10         |
| Cost per FTE              | \$5,800      | \$4,017      | \$3,125    | \$2,590    | \$2,680    |
| Student/Faculty Ratio     | 2:1          | 3:1          | 4:1        | 5:1        | 5:1        |
| Projected Headcount       | 4            | 6            | 8          | 10         | 10         |
| Projected Tuition         |              |              |            |            |            |
| Gross Tuition             | \$7,178      | \$7,537.00   | \$7,914.00 | \$8,310.00 | \$8,726.00 |
| Tuition to Program        | 0            | 0            | 0          | 0          | 0          |
|                           | 5 Year Budg  | et Projectio | n          |            |            |
|                           | Year 1       | Year 2       | Year 3     | Year 4     | Year 5     |
| Expense                   |              |              |            |            |            |
| Salaries & Wages          | \$19,200     | \$19,800     | \$20,400   | \$21,000   | \$21,600   |
| Benefits                  | 4,000        | 4,300        | 4,600      | 4,900      | 5,200      |
| Total Personnel           | 23,200       | 24,100       | 25,000     | 25,900     | 26,800     |
| Current Expense           |              |              |            |            |            |
| Travel                    |              |              |            |            |            |
| Capital                   |              |              |            |            |            |
| Library Expense           |              |              |            |            |            |
| Total Expense             | \$23,200     | \$24,100     | \$25,000   | \$25,900   | \$26,800   |
| Revenue                   |              |              |            |            |            |
| Legislative Appropriation |              |              |            |            |            |
| Grants & Contracts        |              |              |            |            |            |
| Donations                 | \$5,000      | \$5,000      | \$5,000    | \$5,000    | \$5,000    |
| Reallocation              | 12,200       | 13,100       | 14,000     | 14,900     | 15,800     |
| Tuition to Program        |              |              |            |            |            |
| Other non-approp. sources | 6,000        | 6,000        | 6,000      | 6,000      | 6,000      |
| Total Revenue             | \$23,200     | \$24,100     | \$25,000   | \$25,900   | \$26,800   |
| Difference                |              |              |            |            |            |
| Revenue - Expenses        | 0            | 0            | 0          | 0          | 0          |

Comments

#### Reallocation

Each year an admissions committee comprised of members of the piano and theory faculty will select four graduate applicants possessing the requisite skills to teach courses in the first-year curriculum for undergraduate music majors (including Music Theory, Aural Skills, and/or Keyboard Harmony). The selected graduate instructors will receive close mentoring from a tenure-track professor with credentials and a primary teaching assignment in music theory who will assume responsibility for establishing the curriculum for each course, organizing the syllabi, and creating standardized exams and grading criteria. Part of this faculty member's load will consist of mentoring the graduate students in pedagogy of music theory and aural skills. This will take place through classroom observation and weekly meetings to coordinate instruction and curriculum and make sure that best practices in teaching are being employed by the graduate instructors. The courses to be taught by the graduate instructors are lower division, skills-based courses. It is not an unusual practice at music schools for graduate instructors to teach these basic courses for music majors, and courses taught by graduate students will account for less than 10 percent of the total number of credits that are typically taken by music majors during their undergraduate degree. This work with graduate instructors will in no way diminish the quality of education for undergraduate students, who will still have the opportunity to work directly with full-time faculty in their particular areas of emphasis each semester that they are in residence.

The delegation of teaching responsibilities to graduate students will not only enable the appropriate faculty to teach graduate courses with a lower student-to-faculty ratio and without additional compensation, but will also provide MM students with classroom experiences that are necessary to the pedagogical emphasis of the degree program. In its initial stages the program will admit four candidates of the highest quality, which the current faculty can accommodate. As the national and international reputation of the program grows, it will be necessary to augment the faculty in order to admit more applicants.

### Impact on Existing Budgets

The impact on the Department's existing budget will be minimal. Funds presently used to pay parttime teachers, generated by development efforts or through Youth Conservatory tuition will be reallocated to support the Graduate Instructorship positions.

# Appendix A: Program Curriculum

# **All Program Courses**

No new courses will be added to the following curriculum in the next five years.

| Course Number | Title                          | Credit Hours |
|---------------|--------------------------------|--------------|
| MUSC 5980     | Introduction to Music Research | 3            |
| MUSC 6630     | Private Instruction            | 2            |
| MUSC 6430     | Advanced Piano Pedagogy        | 2            |
| MUSC 6420     | Pedagogy Practicum             | 2            |
| MUSC 6130     | Music History Seminar          | 3            |
| MUSC 5420     | Piano Literature I             | 2            |
| MUSC 6440     | Piano Literature II            | 2            |
| MUSC 6140     | Music Theory Seminar           | 3            |
| MUSC 6410     | Collaborative Artistry         | 2            |
| MUSC 6910     | Recital or Lecture-Recital     | 2            |

# **Appendix B: Program Schedule**

# Program Schedule for Master of Music with a specialization in Piano Performance and Pedagogy

| Term                                                                                                                     | Suggested Schedule                                                                                   | Total Credits Earned |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------|
| Fall 2008  Introduction to Music Research (3) Private Instruction (2) Advanced Piano Pedagogy (2) Pedagogy Practicum (2) |                                                                                                      | 0                    |
| Spring 2009                                                                                                              | Private Instruction (2) Advanced Piano Pedagogy (2) Music History Seminar (3) Pedagogy Practicum (2) | 9                    |
| Fall 2009  Private Instruction (2) Piano Literature I (2) Music Theory Seminar (3) Collaborative Artistry (2)            |                                                                                                      | 9                    |
| Private Instruction (2) Piano Literature II (2) Music History/Theory Seminar (3) Recital or Lecture Recital (2)          |                                                                                                      | 9                    |

# **Appendix C: Faculty**

In addition to the following faculty members who will contribute to the proposed graduate program, the Department of Music is currently conducting a search for an Assistant Professor of Music Theory (Ph.D.), and, with the departure of Professor Eric Smigel, for an Assistant Professor of Musicology (Ph. D.). Both searches will be completed prior to Summer 2008.

**Gary Amano** (1974): Professor and Assistant Department Head, M.M. Juilliard School of Music; Director of Piano Program and Piano Instruction.

**Sergio Bernal** (2001): Associate Professor, M.M. University of Michigan & Yale University; Music Theory Instruction.

**Frank Chiou** (2008): Assistant Professor, D.M.A. University of Michigan; Director of the Youth Conservatory and Piano Instruction.

**R. Dennis Hirst** (1993): Associate Professor, M.M. University of Oklahoma; Graduate Advisor and Piano Instruction.

**Bruce Saperston** (1987): Associate Professor, Ph.D. University of Texas at Austin; Music Research Instruction.

**Appendix D: Description of Courses** 

| Course Number       | Title                             | Credit Hours | Description                                                                                                               |
|---------------------|-----------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------|
| MUSC 5980           | Introduction to Music<br>Research | 3            | Introduction to music research, information science, and technical writing.                                               |
| MUSC 6630           | Private Instruction               | 2            | Individual instruction in the technical and musical aspects of piano performance.                                         |
| MUSC 6430           | Advanced Piano<br>Pedagogy        | 2            | Pedagogy of beginning, intermediate, and advanced methods of teaching piano, strategies for developing a private studio.  |
| MUSC 6420           | Pedagogy Practicum                | 2            | Observation of master instructors, practice teaching (private and classroom), and supervised studio instruction.          |
| MUSC 6130           | Music History Seminar             | 3            | Close study and discussion of a special topic of music history, with an emphasis on individual research and presentation. |
| MUSC 5420 &<br>6440 | Piano Literature I & II           | 2            | Comprehensive examination of piano literature, history of the instrument, and performance practice.                       |
| MUSC 6140           | Music Theory Seminar              | 3            | Close study and discussion of a special topic of music theory, with an emphasis on individual analysis and presentation.  |
| MUSC 6410           | Collaborative Artistry            | 2            | Applied performance techniques of vocal and instrumental accompaniment.                                                   |
| MUSC 6910           | Recital or Lecture<br>Recital     | 2            | Solo performance and presentation, culmination of graduate studies.                                                       |

# Appendix E: Redistribution of Faculty Workload

The workload for each faculty member contributing to the graduate program will not increase. Each Graduate Instructor will teach a selection of the following core undergraduate courses: Music Theory (MUSC 1110 and 1120), Aural Skills (MUSC 1130, 1140, 2130, 2140), and Keyboard Harmony (MUSC 1170 and 1180). The redistribution of these courses, which are currently taught by either faculty members or part-time lecturers, is listed below.

### **Fall Semester**

| Faculty          | Courses to be taught by GIs     | New assignment              | +/- |
|------------------|---------------------------------|-----------------------------|-----|
| Gary Amano       | MUSC 1110 (3 credits)           | MUSC 6630                   | 0   |
|                  |                                 | Adv. Piano Ped (2 credits)  |     |
| Dennis Hirst     | MUSC 1110 (3)                   | MUSC 6630*                  | 0   |
|                  |                                 | Pedagogy Practicum (2)      |     |
|                  |                                 | Piano Lit. I (2)**          |     |
| Theory Professor | MUSC 1130 (3)                   | Music Theory Seminar (3)    | 0   |
| Frank Chiou      | MUSC 3400                       | MUSC 6630*                  | 0   |
|                  | MUSC 1110 (3)                   | Collaborative Artistry (2)  |     |
| Eric Smigel      | MUSC 1110 (3)                   | Intro to Music Research (3) | 0   |
| Lecturers        | MUSC 1130 (9)                   |                             |     |
|                  | MUSC 1170 (18)                  |                             |     |
|                  | MUSC 2130 (3)                   |                             |     |
|                  | MUSC 1480 (PI non)              |                             |     |
|                  | MUSC 2490 (PI 2 <sup>nd</sup> ) |                             |     |

# **Spring Semester**

| Faculty          | Courses to be taught by GIs     | New assignment            | +/- |
|------------------|---------------------------------|---------------------------|-----|
| Gary Amano       | MUSC 1140 (3)                   | MUSC 6630                 | 0   |
|                  |                                 | Adv. Piano Ped (2)        |     |
| Dennis Hirst     | MUSC 1120 (3)                   | MUSC 6630*                | 0   |
|                  |                                 | Pedagogy Practicum (2)    |     |
|                  |                                 | Piano Lit. II (2)**       |     |
| Theory Professor | MUSC 1140 (3)                   | Music Theory Seminar (3)  | 0   |
| Frank Chiou      |                                 | MUSC 6630*                | 0   |
| Eric Smigel      | MUSC 1120 (3)                   | Music History Seminar (3) | 0   |
| Lecturers        | MUSC 1140 (6)                   |                           |     |
|                  | MUSC 1180 (18)                  |                           |     |
|                  | MUSC 2140 (3)                   |                           |     |
|                  | MUSC 1480 (PI non)              |                           |     |
|                  | MUSC 2490 (PI 2 <sup>nd</sup> ) |                           |     |

- \* Initially, only Professor Gary Amano will provide private instruction to graduate students. As enrollment increases, Professors Frank Chiou and Dennis Hirst will gradually assume this responsibility as well.
- \*\* The assignment for teaching the Piano Literature courses will alternate among all three members of the piano faculty. When a given instructor teaches the class, a proportionate number of his private instruction hours will be redistributed to the two other faculty members for the duration of the semester.

# Appendix F: Supporting Documentation of Recognition of the Current Program

The piano program at Utah State University maintains high visibility and exerts a strong influence in the fields of both performance and pedagogy. Students of the piano program have been awarded the highest honors in the following national and international competitions:

45th Annual Kosciuszko International Chopin Competition (New York City)

Esther Honens International Piano Competition (Calgary, AB)

Kingsville International Competition (Kingsville, Texas)

Stecker and Horowitz Foundation New York Piano Competition (New York, NY)

National Stillman-Kelly Competition (rotating location)

Stravinsky International Competition (Champaign, Illinois)

National Federation Competition (rotating location)

The National Richardson Young Artist Competition (Lansing, MI)

The Joseph Fisch National Competition (San Diego, CA)

The International Creative Artists Competition (ID & CA)

All Divisions of the National MTNA Piano Competitions (Arkansas, Washington, Michigan, Los Angeles)

International Junior Gina Bachauer Competition (Salt Lake City)

Young Keyboard Artist's International Competition (Los Angeles)

First prizes in 20 Music Teachers National Association Regional Competitions (Washington, Oregon, California, Idaho, Montana, Arizona, Nevada, New Mexico, Wyoming, and Utah)

Grand Junction National Concerto Auditions (Grand Junction, CO)

In addition to a strong record of success in competition, the piano program at Utah State University has attracted numerous students from overseas, including students from Canada, South Korea, China, Russia, Italy, Chile, Spain, and Armenia.

Active members of the Music Teachers National Association, the members of the piano faculty contribute regularly to regional, state, and national functions, they have published articles in the *American Music Teacher* journal, and they have given presentations at the World [Piano] Pedagogy Conferences in Atlanta, Las Vegas, and Orlando.

#### MEMORANDUM

May 21, 2008

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Bachelor of Fine Arts in Theatre with Emphases in Classical

Acting, Theatre Design and Technology, and Musical Theatre, Effective Fall 2007 – Action

<u>Item</u>

#### Issue

Southern Utah University (SUU) requests approval to offer a Bachelor of Fine Arts (BFA) in Theatre with emphases in Classical Acting, Theatre Design and Technology, and Musical Theatre, effective Fall semester 2008. This program was approved by the institutional Board of Trustees on February 8, 2008.

#### Background

Currently, SUU offers the Bachelor of Arts and Bachelor of Science in Theatre with emphases in acting/directing and design/technical theatre. Both degree programs are considered appropriate for the generalist and the Theatre educator. The proposed BFA expands the existing programs by integrating Theatre arts, music and dance into a multidisciplinary emphasis using resources already available at SUU. The BFA is seen as a logical next step which builds upon student opportunities with the Utah Shakespearian Festival (USF). Since the Festival's inception, students have been cast in a variety of roles in many productions ranging from Shakespeare through classic European and American Drama, and for the past six years, classic and contemporary musicals. Design/technical Theatre students work together with professionals as assistants and as technicians. Through the BFA degree, these experiences can be tied to curriculum and, with the Festival's continued expansion (now running June through October) students gain performance and design/technical Theatre experience in a variety of educational and professional settings essential for a BFA program.

In addition, the Neil Simon Festival is producing its first musical in the upcoming 2008 season. Tuacahn Amphitheatre and Center for the Arts produces four musicals annually. The increase in employment opportunities has been a catalyst in the development of the emphasis in musical theatre within the BFA degree.

SUU has 165 declared Theatre majors with enrollment growth of 28 percent over the last five years. In exit surveys over the last five years, graduating Theatre students recommended that SUU should add more quantity and rigor to the program which can be accomplished within a BFA as opposed to a liberal arts degree. The BFA degree will provide successful applicants the opportunity to further their training in preparation for a professional career and for graduate studies in Theatre.

The proposed degree program fits with SUU's mission and with the consultants' report on programs that should be offered in Southern Utah based on the strengths of the institution. SUU's Theatre faculty include 10 tenured and one adjunct, all having doctorates or terminal degrees except for one adjunct who is a faculty in residence. SUU expects to fund the proposed program as it does the liberal arts AA/AS, through reallocation of tuition.

#### Policy Issues

The University of Utah expressed support for the Theatre BFA citing the strength of a diverse faculty, support for SUU's own students, and the need for the BFA. The U of U also commented on what appears to be the resolution of issues between SUU's academic mission regarding the Theatre Department and the box-office needs of the Utah Shakespearean Festival. Salt Lake Community College supports the request. Snow is neutral regarding the proposal.

# Commissioner's Recommendation

The Commissioner recommends that the Regents review Southern Utah University's request to offer a Bachelor of Fine Arts in Theatre with emphases in Classical Theatre, Theatre Design and Technology, and Musical Theatre, raise questions, and, if satisfied, approve the request.

David L. Buhler, Interim Commissioner

DLB/PCS Attachment

# Academic Programs, Career and Technical Education, and Student Success Committee

# Action Item

Request to offer the Bachelor of Fine Arts with Emphases in Classical Acting, Theatre Design and Technology, and Musical Theatre

Southern Utah University

Prepared for: David L. Buhler by Phyllis C. Safman

May 21, 2006

# **Section I: The Request**

Southern Utah University requests approval to offer a Bachelor of Fine Arts in Theatre with emphases in Classical Acting, Theatre Design and Technology, and Musical Theatre effective Fall semester 2008. This program was approved by the institutional Board of Trustees on February 8, 2008.

**Section II: Program Description** 

#### **Complete Program Description**

According to the National Association of Schools of Theatre (NAST), the accrediting agency for Theatre in higher education, a Bachelor of Fine Arts (BFA) is the initial professional degree in Theatre with its primary focus on the development of skills, concepts, and sensitivities essential to the Theatre professional. A BFA degree, therefore, develops professional competency through a solid base in theoretical studies along with performance and production opportunities and meaningful internships. There is a wide variety of curricular structures among institutions within a BFA framework. Southern Utah University proposes to provide majors with a comprehensive approach with emphases in acting, design and technology, and musical theatre.

The Department of Theatre Arts and Dance currently offers programs leading to Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Theatre with emphases in acting/directing, design/technical theatre, along with a teacher education program that is approved for secondary teaching licensure. The institution has offered these degrees successfully for nearly 50 years and will continue to meet the needs of students by maintaining these liberal arts degrees with focus on Theatre in context of a broad program of general studies. The proposed BFA program is, therefore, a refocusing of these current degree programs to develop Theatre professionals, while keeping the programs which serve the Theatre generalist and Theatre educator. The addition of a musical theatre emphasis integrates established resources in the disciplines of theatre arts, dance, and music within the College of Performing and Visual Arts.

# **Purpose of Degree**

The BFA degree will provide successful applicants the opportunity to further their training in preparation for a professional career and for graduate studies in Theatre. The Department of Theatre Arts and Dance has a beneficial relationship with the Tony-Award-winning Utah Shakespearean Festival (USF) for 46 years. Since the Festival's inception, students have been cast in a variety of roles in many productions ranging from Shakespeare through classic European and American Drama, and for the past six years, classic and contemporary musicals. Design/technical Theatre students work together with professionals as assistants and as technicians. Through the BFA degree, these experiences can be tied to curriculum and, with the Festival's continued expansion (now running June through October) students gain performance and design/technical Theatre experience in a variety of educational and professional settings essential for a BFA program. It is rare and valuable to have a professional company willing to welcome undergraduates at this level.

This professional degree will better meet the educational goals of students seeking professional careers. Employment opportunities in professional Theatre require not only talent and creativity, but the highest possible training. This proposed BFA degree will provide additional training beyond BA and BS degrees and capitalize on performing opportunities within the institution. Therefore, a Bachelor of Fine Arts Degree presents a logical next step in the development of Southern Utah University's educational theatre program.

#### Institutional Readiness

The rich tradition of Theatre arts has been strongly supported by SUU since its beginning as a branch normal school over 100 years ago. This support has fostered the emergence and extraordinary success of the Utah Shakespearean Festival and conferred in the public mind a bond between Southern Utah University and Theatrical excellence. The increased regional and national visibility of the Utah Shakespearean Festival (USF) has also included significant progress, recognition, and institutional support of SUU's educational Theatre programs. The housing of the Department of Theatre Arts and Dance, together with the Department of Music under the College of Performing and Visual Arts, will positively serve the proposed degree program in all multidisciplinary components. In addition, the proposed Bachelor of Fine Arts Degree will complement the already approved and implemented Bachelor of Fine Arts in Graphic Design, Arts Education, and Studio Arts. With quality arts organizations within the institution and the administrative structure within the College of Performing and Visual Arts, no new organizational structure is needed to deliver this program.

The Bachelor of Arts and Bachelor of Science liberal arts degrees in Theatre will continue to be offered. All core courses and several upper-division courses within these degree programs are also integrated into the Bachelor of Fine Arts curriculum; therefore, the proposed program will not have a negative impact on the delivery of lower-division education.

An indicator of institutional readiness is the breadth and depth of upper-division course work already approved in the curriculum. Thirty approved upper-division courses with 89.9 percent of the total proposed BFA curriculum have been taught within the past two years through BA/BS requirements, upper-division electives, or special topic courses. All but one course within the BFA curriculum have undergone the rigorous curriculum proposal process through various committees within the institution -- a process that requires justification of availability of resources (faculty, staff, facilities, equipment, and library). The final course will be initiated through the university undergraduate curriculum review process in Fall 2008.

Increased resources in the Theatre Department ensure that SUU can provide students with the knowledge of and experience with current technologies prior to entering the work force or graduate school. A cutting-edge design and drafting lab designated to the Theatre program was put into operation in the Fall of 2007. All workstations have the latest CAD and 3-D modeling software used throughout the industry. Also installed are audio editing and recording software, advanced image manipulation software, and multimedia authoring software for the production of both digital portfolios and multimedia presentations used in live Theatre productions. The Department is in the process of adding a lighting laboratory to enable students to experience and experiment with current lighting technology in a dedicated and user-friendly environment.

The commitment to current technology is not only in the classroom, but also extends to productions. SUU has an inventory of intelligent lighting instruments, an advanced lighting control system and the latest in computer controlled audio playback. This ensures that the students in the BFA program will graduate with both classroom and practical experience with the latest Theatre technologies.

# **Faculty**

The Department of Theatre Arts and Dance received a new, tenure-track, theatre arts faculty line in Spring 2007. During the past two years, the Department has strategically hired two replacement Theatre faculty members with diverse areas of specialized expertise that position the program to offer this professional degree. In addition, approval for the change of a professional staff position to a tenure-track faculty position is in place and will be implemented Spring 2008. As a result, twelve tenure-track faculty members and two part-time adjuncts/artists-in-residence faculty members who teach on an annual basis will provide resources for the implementation of the proposed program Fall 2008. In addition, the association with the USF gives students significant opportunity to train with and observe professional artists as they practice their trade.

The Bachelor of Fine Arts budget reflects a transfer of one FTE professional staff from Student Services' Entertainment Bureau to the Department of Theatre Arts and Dance, effective Fall 2008. It is anticipated that within the second or third year of the proposed program, the salary for that position will be increased, based on Colleges and University Professional Association of Human Resources (CUPA) data, to a competitive level to hire a non-tenure-track assistant professor who will bring further resources to the musical theatre emphasis.

Current faculty are fully qualified to deliver the proposed BFA degree along with the three emphasis areas. All faculty members are recognized professionals and actively engaged in faculty development by contributing regionally, nationally, and internationally as actors, designers, technicians, directors, composers, playwrights, choreographers, and master teachers. As illustrated in Appendix C, the artistic accomplishment of the faculty is significant. Among recent accomplishments are book and lyrics for a new musical comedy scheduled for a Broadway run 2009. The founding and artistic direction of the Neil Simon Festival that successfully completed its sixth season and the lighting design for four inter-media television shows currently running on the Out Door Network.

The Department of Theatre Arts and Dance is committed to recruiting guest artists in Theatre and dance who not only perform but conduct hands-on workshops. Recent internationally-recognized guest artists have included: Robert C. Cohen—director, author, and theatre scholar; Michael York—actor; Susan Hadley—choreographer; Eve Ensler—author and playwright.

#### Staff

The Department of Theatre Arts currently has one FTE secretarial/office manager position. The proposed BFA degree should not have significant impact on the clerical duties of this position based on a similar staffing in the Department of Visual Arts and Design, which began to offer the BFA in 2005. The Department has a costume shop supervisor who assists in the production components of the program. As the BFA program grows, the Department will add resources in this area. A full-time scene shop supervisor will be hired to assist the technical director with production responsibilities.

The College of Performing and Visual Arts (CPVA) has a full-time academic advisor who serves in a professional staff position. This individual holds a Ph.D. from the University of Pittsburgh and is a principle actor with the USF and teaches student success course for CPVA. Combined academic and performance experience is particularly useful for Theatre student as they strive to balance degree requirements with the performance/production components of the program.

The Department is assigned graduate students from the MFA Arts Administration program to coordinate marketing/promotions and create programs/posters for all department main stage productions.

### **Library and Information Resources**

The institution currently has adequate library resources to offer the proposed degree program. An annual acquisition budget of over \$7,000 for Theatre and dance ensures that seminal and current literature is readily available, emphasizing such areas as new technologies in design, methodologies of voice and specialized movement, and a continually increasing collection of audition monologues and scenes. The library has assigned a subject matter specialist to oversee the acquisition and maintenance of theatre arts materials, both print and electronic. A full-time faculty member is appointed as a liaison between department faculty and library personnel to ensure that curricular needs are met. As a result, the theatre materials in the library increase every year. Additions are compared with the catalogues of peer institutions, in an ongoing effort to make SUU's Theatre collection comparable to similar institutions.

Of particular note is a Shakespeare collection housed in the library's special collection. This richly diverse collection is highly regarded and is significant due to the institution's affiliation with the Utah Shakespearean Festival.

## **Admission Requirements**

The admission process seeks evidence that each BFA applicant possesses the talent, artistic sensibility, and, most important, a strong sense of commitment to be successful in the program. Successful candidates will interview with faculty and undergo either an audition or portfolio review, depending on their desired emphasis area. In line with its sister institutions, SUU no longer requires a minor in all disciplines (effective Fall, 2008). Therefore, the BA, BS, and BFA students will share a common core curriculum during the freshman year. Students may audition for entry into the BFA program after completing their freshman year in Theatre Arts, or during the sophomore year, but not after beginning their junior year. Transfer students seeking a BFA degree will need to audition before placement into the program.

#### Student Advisement

Students in Theatre Arts have the benefit of two advisors: a College of Performing and Visual Arts academic advisor and a faculty departmental advisor/mentor. The CPVA academic advisor maintains an office in the same building with the Theatre faculty and is available to help students complete their general education and other University requirements in a timely manner. Based on knowledge of degree requirements in Theatre, the academic advisor also tracks the student's progress towards degree completion by reviewing transcripts and is the initial contact person for completing graduation paperwork. The second resource available to students are the faculty department advisors/mentors, full-time faculty members whose specialty is in the BFA student's area of emphasis and who guide and evaluate student progress in their major, assist with career choices, provide mentoring, graduate school preparation, and professional contacts. This procedure will be effective for majors seeking a Bachelor of Fine Arts as they prepare to meet their professional goals in Theatre.

#### **Justification of Graduation Standards and Number of Credits**

Graduation and credit hour requirements for the BFA, including general education, theatre core, emphasis, and elective courses, range from 123 to 126. The proposed program does not exceed 126 credits maximum for undergraduate baccalaureate degrees.

#### **External Review and Accreditation**

The proposed program used standards from the National Association of Schools of Theatre, the accrediting agency for Theatre in higher education, as a guideline to determine its curricular structure. According to NAST, professional degree programs for acting usually adhere to the following guidelines: *studies in the major area should comprise 30 percent to 40 percent of the total program; supportive courses in theatre, 20 percent to 30 percent; general studies, 25 percent to 35 percent; and elective areas of study 10 percent to 15 percent.* 

The proposed BFA in Classical Acting contains 36 percent of curriculum in the major area (acting, voice, movement); 28 percent in supportive courses in Theatre; and 36 percent in general studies and electives combined. Curricular structures for a professional degree in design/technology normally adhere to similar guidelines: studies in major area should comprise 20 percent to 40 percent of the total program; supportive courses in Theatre, 20 percent to 30 percent; general studies, 25 percent to 35 percent; and elective study, 10 percent to 15 percent.

The proposed BFA in Theatre Design and Technology curriculum contains 41 percent design and technical training; 20.63 percent Theatre support, and 38 percent general studies and electives combined.

The proposed BFA in Musical Theatre curriculum requires more multidisciplinary content with NAST guidelines recommending the following: studies in the major Theatre area and supportive courses in Theatre and dance shall total at least 50 percent of the curriculum; studies in music, 20 percent to 25 percent; general studies, 20 percent to 25 percent; electives provide approximately five percent of the total curriculum. The proposed BFA requires 52 percent in the major area, supportive courses and dance courses; 22 percent of the curriculum is music studies; 26 percent is general studies.

Southern Utah University and the College of Performing and Visual Arts have an ongoing process of self-study and peer review. SUU has obtained national accreditation status with the National Association of Schools of Dance (NASD), the National Association of Schools of Music (NASM), and the National Association of Schools of Art and Design (NASAD). The Theatre Arts unit has initiated the accreditation process through the National Association of School of Theatre (NAST) with a consultative visit by the association in Fall 2007. SUU is the only institution within the USHE to have obtained accreditation with this many arts agencies recognized by the U.S. Department of Education.

# **Expansion of Existing Program**

The following table represents enrollment trends by headcount of Theatre majors pursuing a Bachelor of Arts or Science Degree over the past five years along with student credit hours produced through the current Theatre program.

|                                   | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| BA/BS Theatre Major<br>Head Count | 129       | 137       | 129       | 152       | 165       |
| SCH                               | 2,611     | 2,344     | 2,788     | 2,756     | NA        |

#### **NOTES:**

\*02-03 Fine Arts GE requirements were reduced from 6 to 3 credit hours

Section III: Need

### **Program Need**

The following five reasons show the need to initiate the proposed Bachelor of Fine Arts Degree:

- 1) The proposal connects degree requirements with student goals, thereby decreasing time and credits towards graduation. Southern Utah University has been successful in placing graduates in prestigious programs and organizations such as Yale School of Drama, Rutgers, Juilliard, the Milwaukee Repertory Theater, Chicago Shakespeare, and Utah Shakespearean Festival. In order to accomplish within a BA/BS framework, most students elect to increase the number of credits in Theatre studies beyond the liberal arts requirements, to better prepare for their future goals, thus increasing total credits towards graduation.
- 2) The Bachelor of Fine Arts Degree formalizes the preparation of the Theatre professional within the 126 maximum credits as determined by the Board of Regents.
- 3) Through the Bachelor of Fine Arts Degree, internships and meaningful experiences with professional Theatre organizations can be tied to curriculum.
- 4) Student interest and the growth in Theatre major enrollment at Southern Utah University warrant the offering of this degree program.
- 5) Faculty have the terminal degrees, ongoing professional experience, and ability to offer this degree.

<sup>\*</sup>Undergraduate Theatre major head count based on 3rd Week Reports fall semester

<sup>\*</sup>Total SCH was not available for 2007-2008; however fall 2007 saw an increase in SCH productivity by 303 over fall 2006. This indicates an anticipated significant growth in total SCH for 2007-2008

<sup>\*</sup> All numbers compiled from the Provost's Office

#### **Labor Market Demand**

The U.S. Department of Labor's Bureau of Labor Statistics states that in 2005, actors, producers, and directors held approximately 157,000 jobs, primarily in motion picture and video, performing arts, and broadcast industries. The report stated that the field's growth rate was as fast as the average for all occupations (that is, growth of 9–17.9 percent) through 2014. According to the 2005–06 Theatrical Season Report, *An Analysis of Earning, Employment, Membership, and Finance,* conducted by the Actor's Equity Association, a "record high" in workweek and member earnings were reported. The average number of members working each week increased 3.9 percent over the past three seasons and by 43 percent over 20 years. Earnings grew 2.5 percent over the past three seasons. The U.S. Department of Labor does not specifically provide labor statistics for theatre designers or technicians; however, allied fields such as broadcast/sound technology show rapid growth. *Artsearch*, the national employment bulletin for the arts, averages over 100 listings for jobs in the design/technical area every two weeks. Graduates with the additional preparation of a BFA receive greater consideration than those lacking this level of training.

On a local and regional level there has been a significant increase in demand for performers trained in musical theatre. For example, over the past ten years, USF has expanded its offerings to include three musical theatre productions in its season. The Neil Simon Festival is producing its first musical in the upcoming 2008 season. In addition Tuacahn Amphitheatre and Center for the Arts produces four musicals annually. The increase in employment opportunities has been a catalyst in the development of the emphasis in musical theatre within the BFA degree.

#### **Student Demand**

According to 3<sup>rd</sup> week reports, SUU has 165 declared majors in Theatre arts as of Fall 2007. The number of Theatre majors has grown 28 percent in the past five years, resulting in a larger talent pool of applicants. The proposed emphases within the BFA are in high demand areas. According to the Higher Education Arts Data Service (HEADS) report for 2006, out of the 11 Theatre emphasis areas listed, acting had the highest enrollment in BFA programs, followed by musical theatre, with the design emphasis fourth, and technical Theatre seventh.

Since 2006, the Theatre program has administered an anonymous exit survey to graduating seniors. One hundred percent replied "yes" to the question "Would you recommend SUU to someone considering studying theatre?" Although students were positive about their educational experience, comments and suggestions for improvement echoed the need for increased quantity and rigor within the degree programs. Formal and informal surveys, exit interviews, parental and incoming student requests over the past five years reveal a continued desire for the BFA degree, thus reaffirming the Department's decision to seek a Bachelor of Fine Arts Degree with its increased curriculum and requirements.

#### **Similar Programs**

Two institutions in the Utah System of Higher Education offer BFA degrees in the discipline of Theatre arts:

- Utah State University provides a BFA in Acting, BFA in Lighting/Scenic/Costume/Stage Management/Technical Theatre, and a BFA in Teaching.
- The University of Utah offers a BFA in Actor Training, a BFA in Performing Arts Design, and a BFA in Stage Management.

No other institution offers an emphasis in Classical Acting, which is a natural fit for SUU given its connection to the Utah Shakespearean Festival. No other Utah System of Higher Education institution offers a BFA with an emphasis in Musical Theatre, a program showing high demand within the southern region of the state. The proposed BFA degree provides the only professional training program south of the Wasatch front. No USHE institution provides on-line access to their BFA programs.

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

Because this proposed degree is an expansion of an existing program and has been designed to meet the needs of the current student population, it should not have a negative impact on any other program within the USHE. In addition there have been an increasing number of students from Las Vegas schools who choose to come to SUU.

Graduates from the proposed Bachelors of Fine Arts program at SUU will serve to increase the candidate pool for Master of Fine Arts programs at both Utah State University and University of Utah. A Bachelor of Fine Arts Degree better prepares students for the professional curriculum of a Master of Fine Arts program.

Faculty representatives from Southern Utah University actively participate in the annual USHE Major Meetings in the effort to assist with articulation issues within the system. The proposed BFA has maintained the articulated courses and numbers as agreed upon through this effort.

#### **Benefits**

Southern Utah University will benefit by increasing the integration of academics with the world-class Shakespearean company within its institution. A Bachelor of Fine Arts with its focus on development of the Theatre professional better aligns itself with opportunities that arise from this partnership. The institution will further benefit by meeting the current needs of students enrolled in it educational Theatre program.

The Utah System of Higher Education will benefit by approving a degree that is aligned with student's goals and objectives. Within the current BA/BS framework, most students elect to increase the number of credits in Theatre studies beyond the liberal arts requirements. This degree will allow students to achieve their educational goals and graduate within USHE recommended four years and 126 credit hours. In addition, approval of the proposed degree will improve access to this professional degree in the southern region of Utah.

#### **Consistency with Institutional Mission**

Based on the current R312 description of Southern Utah University, this institution is a comprehensive regional institution with a commitment to providing exceptional undergraduate educational opportunities as well as offering selective graduate programs for its students. The addition of a BFA in Theatre Arts is aligned with Southern Utah University's mission as evidenced by the currently approved Bachelor of Fine Arts Degree in Graphic Design, Arts Education, and Studio Arts. This degree dovetails with SUU's mission and capitalizes on the institution's unique and professional link with Utah Shakespearean Festival.

#### **Section IV: Program and Student Assessment**

#### **Program Assessment**

Programmatic Goals:

The following are forms of assessment to assure that programmatic goals have been met:

- 1) Since 2006, anonymous exit surveys have been administered to all Theatre graduates. This has proven to be a useful tool in the assessment of the program and will be continued as part of the proposed program.
- 2) (Academic program review, consultative review by NAST)
- 3) KC-ACTF, USITT

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

The following are standards and competencies that students will have met at the time of graduation:

- The program is committed to student success and therefore, will admit students who have the skills and, most important, the commitment to be successful in this professional degree program. Therefore, consistent with most BFA programs, all student candidates for the proposed degree must interview and undergo either an audition or portfolio review depending on their desired area of emphasis. This review process will be conducted by a faculty panel.
- 2) Since 2003, the department requires every Theatre student to complete an annual interview with a panel made up of the entire Theatre faculty. This process will continue for the BFA student with the additional requirement of a performance or portfolio presentation depending on their area of emphasis. The jury review is consistent with other Bachelor of Fine Arts programs throughout the nation and will assure that the student is making continued improvement in the program.
- 3) Bachelor of Fine Arts students are expected to complete course-based performance assessment and must maintain an overall GPA of 2.75 or higher with an accumulative 3.0 in theatre-based coursework.
- 4) All students will complete a significant internship and capstone project/presentation before graduation. The department has integrated the capstone project in the curriculum since 2003 and it has proven to be an important part of student assessment. The capstone consists of a written paper and an oral presentation to faculty of the concept, process and realization of the project, together with an assessment of the student's entire learning experience and its impact on the work as a whole. The added internship opportunity for the BFA student will add an important practical component to the BFA degree.
- 5) Through the institution's partnerships with professional Theatre organizations, students have the opportunity to have their skills assessed by professional/guest artists working in the industry.

**Section V: Finances** 

### **Budget**

| TOTAL (                   | TOTAL COSTS FOR A BFA PROGRAM IN THEATRE FOR THE FIRST FIVE YEARS* |              |                                       |           |                     |  |  |  |  |
|---------------------------|--------------------------------------------------------------------|--------------|---------------------------------------|-----------|---------------------|--|--|--|--|
|                           | Year 1                                                             | Year 2       | Year 3                                | Year 4    | Year 5              |  |  |  |  |
| Students                  |                                                                    |              |                                       |           |                     |  |  |  |  |
| Projected FTE Enrollment  | 20                                                                 | 20           | 25                                    | 25        | 30                  |  |  |  |  |
| Cost per FTE              | \$3495                                                             | \$3495       | \$3495                                | \$3495    | \$3495              |  |  |  |  |
| Student/Faculty Ratio     | 13.3                                                               | 13.3         | 16.6                                  | 16.6      | 20.0                |  |  |  |  |
| Projected Headcount       | 20                                                                 | 20           | 25                                    | 25        | 30                  |  |  |  |  |
|                           |                                                                    |              |                                       |           |                     |  |  |  |  |
| Projected Tuition         |                                                                    |              |                                       |           |                     |  |  |  |  |
| Gross Tuition             | \$69,900                                                           | \$69,900     | \$87,375                              | \$87,375  | \$104,850           |  |  |  |  |
| Tuition to Program        | \$34,950                                                           | \$34,950     | \$43,688                              | \$43,688  | \$52,425            |  |  |  |  |
|                           |                                                                    |              |                                       |           |                     |  |  |  |  |
|                           |                                                                    | udget Projec |                                       |           | l e                 |  |  |  |  |
|                           | Year 1                                                             | Year 2       | Year 3                                | Year 4    | Year 5              |  |  |  |  |
| Expense                   | T                                                                  | T            | T                                     |           | T •                 |  |  |  |  |
| Salaries & Wages          | \$59,029                                                           | \$60,800     | \$62,624                              | \$64,503  | \$66,438            |  |  |  |  |
| Benefits                  | \$21,251                                                           | \$21,888     | \$22,545                              | \$23,221  | \$23,918            |  |  |  |  |
| Total Personnel           | \$80,280                                                           | \$82,688     | \$85,169                              | \$87,724  | \$90,356            |  |  |  |  |
| Current Expense           | \$1000                                                             | \$1000       | \$1000                                | \$1000    | \$1000              |  |  |  |  |
| Travel                    | \$1000                                                             | \$1000       | \$1000                                | \$1000    | \$1000              |  |  |  |  |
| Capital                   | \$1000                                                             | \$1000       | \$1000                                | \$1000    | \$1000              |  |  |  |  |
| Library Expense           | \$2,000                                                            | \$2,000      | \$2,000                               | \$2,000   | \$2,000             |  |  |  |  |
| Total Expense             | \$85,280                                                           | \$87,688     | \$90,169                              | \$92,724  | \$95,356            |  |  |  |  |
|                           |                                                                    |              |                                       |           |                     |  |  |  |  |
| Revenue                   | 2                                                                  |              |                                       |           |                     |  |  |  |  |
| Legislative Appropriation | 0                                                                  | 0            | 0                                     | 0         | 0                   |  |  |  |  |
| Grants                    | 0                                                                  | 0 000        | 0                                     | 0         | 0                   |  |  |  |  |
| Reallocation              | \$80,280                                                           | \$82,688     | \$85,169                              | \$87,724  | \$90,356            |  |  |  |  |
| Tuition to Program        | \$34,950                                                           | \$34,950     | \$43,688                              | \$43,688  | \$52,425            |  |  |  |  |
| Fees Total Bosonson       | 0                                                                  | 0            | 0 0.057                               | 0         | 0 0 701             |  |  |  |  |
| Total Revenue             | \$115,230                                                          | \$118,638    | \$128,857                             | \$131,412 | \$142,781           |  |  |  |  |
| Difference                |                                                                    |              |                                       |           |                     |  |  |  |  |
| Difference                | \$29,950                                                           | \$28,469     | \$38,688                              | \$38,688  | \$47,425            |  |  |  |  |
|                           | +,                                                                 | Ţ,:••        | , , , , , , , , , , , , , , , , , , , | + , • • • | ¥ ··· <b>, ·= v</b> |  |  |  |  |
|                           | C                                                                  | comments     | l<br>T                                |           | !<br>-              |  |  |  |  |

<sup>\*</sup>Faculty base salary and benefits increased by 3% annually.

\*\*Tuition estimates based on 50% of undergraduate resident tuition of \$3,495

NOTE: Budget reflects reallocation of 1 FTE faculty position and 1 staff position.

## Appendix A: Program Curriculum

### **All Program Courses**

|                          | Bachelor of Fine Arts (B.F.A.) in THEATRE with emphases in                                |    |
|--------------------------|-------------------------------------------------------------------------------------------|----|
| C                        | lassical Acting, Musical Theatre, and Theatre Design & Technology                         |    |
| <b>GENERAL EDUCAT</b>    | TION REQUIREMENTS                                                                         |    |
|                          | General Education Requirements                                                            | 34 |
| REQUIRED THEAT           |                                                                                           |    |
| THEA 1033                | ACTING I-Majors Only (also Fulfills Fine Arts GE)                                         | 3  |
| THEA 1113                | VOICE & DICTION: PRODUCTION/IPA/DIALECTS                                                  | 3  |
| THEA 1223                | STAGE MAKE-UP                                                                             | 3  |
| THEA 1513                | STAGECRAFT                                                                                | 3  |
| THEA 1541                | THEATRE PRODUCTION LAB: TECH (CR 1513)                                                    | 1  |
| THEA 1713                | SCRIPT ANALYSIS                                                                           | 3  |
| THEA 2203                | COSTUME CONSTRUCTION                                                                      | 3  |
| THEA 2541                | THEATRE PRODUCTION LAB: COSTUME (CR 2203)                                                 | 1  |
| THEA 2711                | DRAMATIC LITERATURE (3 Semesters/1 Credit Per)                                            | 3  |
| THEA 3131                | PROFESSIONAL ASPECTS OF THEATRE (3 Semesters/1 Credit Each on Variable Topics)            |    |
|                          | Topics may include, but are not necessarily limited to: PROP MAKING; ENSEMBLE BUILDING;   |    |
|                          | AUDITION PREP; BUSINESS OF THEATRE; COLLABORATIVE APPROACHES/PRODUCTION;                  | 3  |
|                          | DRAMATURGY                                                                                |    |
| THEA 3613                | DIRECTING I                                                                               | 3  |
| THEA 3713                | THEATRE HISTORY I                                                                         | 3  |
| THEA 3723                | THEATRE HISTORY II                                                                        | 3  |
| THEA 4203                | THEATRE AESTHETICS                                                                        | 3  |
| THEA 4540                | THEATRE PRODUCTION LAB: TECH (2 Semesters)                                                | 2  |
| THEA 4751                | CAPSTONE                                                                                  | 1  |
| THEA 4890                | INTERNSHIP                                                                                | 3  |
|                          | TOTAL CREDITS                                                                             | 44 |
| FREE ELECTIVE RE         | EQUIREMENTS FOR EACH EMPHASIS                                                             |    |
|                          | Classical Acting Emphasis                                                                 | 12 |
|                          | Musical Theatre Emphasis                                                                  | 4  |
|                          | Theatre Design & Technology Emphasis                                                      | 12 |
| <b>B.F.A. IN THEATRE</b> | w/ CLASSICAL ACTING EMPHASIS ADDITIONAL REQUIRED CREDITS                                  |    |
|                          | Choose (2) Credits from the following 1 Credit Courses (or Higher Placement by Audition): |    |
|                          | DANC 1100/BALLET I                                                                        |    |
|                          | DANC 1200/MODERN I                                                                        |    |
|                          | DANC 1500/JAZZ I                                                                          |    |
|                          | DANC 1580/TAP I                                                                           |    |
|                          | DANC 2080/IMPROVISATION                                                                   | 2  |
| THEA 2033                | ACTING II                                                                                 | 3  |
| THEA 2112                | MOVEMENT I: YOGA/RELAXATION/LABAN/TECHNIQUES                                              | 2  |
| THEA 2532                | DESIGN ANALYSIS                                                                           | 3  |
| THEA 3013                | STAGE MANAGEMENT                                                                          | 3  |
| THEA 3540                | THEATRE PRODUCTION LAB: TECH I (CR 3013)                                                  | 1  |
| THEA 3123                | ACTING STYLES I: GREEKS/RESTORATION/GEORGIAN                                              | 3  |
| THEA 4113                | ACTING STYLES III: SHAKESPEARE/SCANSION/SCORING (3 Credits per Semester)                  | 6  |
| THEA 4123                | MOVEMENT II: MASK MAKING & PERFORMANCE                                                    | 3  |
| THEA 4133                | STAGE COMBAT                                                                              | 3  |
| THEA 4140                | REHEARSAL & PERFORMANCE PRACTICUM (Variable 1-3 Credits/Minimum of 3/Maximum of 9)        | 3  |
| THEA 4611                | DIRECTING II LAB                                                                          | 1  |

| THEA 4613               | DIRECTING II                                                                       | 3   |
|-------------------------|------------------------------------------------------------------------------------|-----|
|                         | TOTAL CREDITS                                                                      | 36  |
|                         | TOTAL BFA CREDITS                                                                  | 126 |
| <b>B.F.A. IN THEATF</b> | RE w/ MUSICAL THEATRE EMPHASIS ADDITIONAL REQUIRED CREDITS                         |     |
| MUSC 1110               | MUSIC THEORY I                                                                     | 3   |
| MUSC 1120               | MUSIC THEORY II                                                                    | 3   |
| MUSC 1130               | SIGHT SING/EAR TRAINING I                                                          | 1   |
| MUSC 1140               | SIGHT SING/EAR TRAINING II                                                         | 1   |
| MUSC 1400               | APPLIED INDIVIDUAL MUSIC INSTRUCTION: VOICE                                        | 1   |
| THEA 2033               | ACTING II                                                                          | 3   |
| DANC 2070               | DANCE FOR MUSICAL THEATRE (DEMILLE/ROBBINS/FOSSE)                                  | 2   |
| DANC 2080               | IMPROVISATION                                                                      | 1   |
| DANC 2090               | JAZZ DANCE II (or higher level by placement)                                       | 2   |
| THEA 2112               | MOVEMENT I: YOGA/RELAXATION/LABAN/TECHNIQUES                                       | 2   |
| DANC 2120               | TAP DANCE II (or higher level by placement)                                        | 1   |
| DANC 2150               | CLASSICAL BALLET III (or higher level by placement)                                | 2   |
| MUSC 2400               | APPLIED INDIVIDUAL MUSIC INSTRUCTION: VOICE                                        | 2   |
| THEA 3123               | ACTING STYLES I: GREEKS/RESTORATION/GEORGIAN                                       | 3   |
| THEA 3133               | ACTING STYLES II: MUSICAL THEATRE (3 Credits per Semester)                         | 6   |
| MUSC 3400               | APPLIED INDIVIDUAL MUSIC INSTRUCTION: VOICE                                        | 2   |
| THEA 4123               | MOVEMENT II: MASK MAKING & PERFORMANCE                                             | 3   |
| THEA 4140               | REHEARSAL & PERFORMANCE PRACTICUM (Variable 1-3 Credits/Minimum of 3/Maximum of 9) | 3   |
| MUSC 4400               | APPLIED INDIVIDUAL MUSIC INSTRUCTION: VOICE                                        | 2   |
|                         | TOTAL CREDITS                                                                      | 43  |
|                         | TOTAL BFA CREDITS                                                                  | 125 |
|                         | RE w/ THEATRE DESIGN & TECHNOLOGY EMPHASIS ADDITIONAL REQUIRED CREDITS             |     |
| THEA 2523               | DRAFTING FOR THE THEATRE (CAD)                                                     | 3   |
| THEA 2532               | DESIGN ANALYSIS                                                                    | 3   |
| THEA 2553               | SCENIC PAINTING                                                                    | 3   |
| THEA 3013               | STAGE MANAGEMENT                                                                   | 3   |
| THEA 3540               | THEATRE PRODUCTION LAB: TECH I (CR 3013)                                           | 1   |
| THEA 3323               | STAGECRAFT II                                                                      | 3   |
| THEA 3533               | COSTUME DESIGN                                                                     | 3   |
| THEA 3553               | LIGHTING DESIGN                                                                    | 3   |
| THEA 3563               | SCENIC DESIGN                                                                      | 3   |
| THEA 3573               | SOUND DESIGN                                                                       | 3   |
| THEA 3571               | PORTFOLIO                                                                          | 1   |
| THEA 4333               | TECHNICAL DIRECTION                                                                | 3   |
| THEA 4513               | THEATRICAL TECHNOLOGIES                                                            | 3   |
|                         | TOTAL CREDITS                                                                      | 35  |
|                         | TOTAL BFA CREDITS                                                                  | 125 |

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

THEA 4203 Theatre Aesthetics 3cr
Students will analyze the topics of aesthetic experience, the nature of art and the relation of art to truth, perception, and nature in each of the component parts as it relates to the collaborative art of theatre.

#### Newly Approved Courses to be Taught Beginning 2008-2009 Academic Year

THEA 2711 Dramatic Literature

1cr (must take 3 times)

This course is designed to give the theatre artist grounding in the significant works of a genre, style, playwright, or period. The specific topic for each semester is determined by the theatre faculty.

THEA 2553 Scenic Painting

3cr

This course is designed to familiarize theatre students with the basic techniques and tools used in painting of theatrical scenery. Emphasis will be placed on practical application of these skills.

DANC 2070 Dance for Musical Theatre

2cr

This course will explore, through physical participation, the styles and performance skills involved in dance for musical theatre. Along with the continuing study of dance technique, choreography will be presented that introduces the styles of musical theatre's most influential artists.

### Appendix B: Program Schedule

### **Classical Acting Emphasis Schedule**

| Year     | Dept.     | Course Fall Semester               | credits | Dept.     | Course Spring Semester | credits |
|----------|-----------|------------------------------------|---------|-----------|------------------------|---------|
| Freshmen | THEA 1033 | Acting 1 (Majors Only-Fulfills GE) | 3       | THEA 1113 | Voice and Diction      | 3       |
|          | THEA 1513 | Stage craft                        | 3       | THEA 2711 | Dramatic Literature    | 1       |
|          | THEA 1541 | Theatre production lab tech        | 1       | THEA 2532 | Design Analysis        | 3       |
|          | THEA 1713 | Script Analysis                    | 3       | THEA 1223 | Stage Makeup           | 3       |
|          | UNIV 1000 | First Year Seminar                 | 1       |           | General Ed. (CS 1000)  | 7       |
|          | LM 1010   | Information Literacy               | 1       |           |                        |         |
|          |           | General Ed.                        | 4       |           |                        |         |
|          |           | Total                              | 16      |           | Total                  | 17      |

| Year      | Dept.     | Course Fall Semester           | credits | D | ept.     | Course Spring Semester | credits |
|-----------|-----------|--------------------------------|---------|---|----------|------------------------|---------|
| Sophomore | THEA 2112 | Movement I                     | 2       | Т | HEA 2033 | Acting II              | 3       |
|           | THEA 2711 | Dramatic Literature            | 1       | Т | HEA 3723 | Theatre History II     | 3       |
|           | THEA 2203 | Costume Construction           | 3       | Т | HEA 2711 | Dramatic Literature    | 1       |
|           | THEA 2541 | Theatre Production Lab costume | 1       |   |          | Required DANCE credit  | 1       |
|           |           | General Ed.                    | 9       |   |          | General Ed.            | 9       |
|           |           |                                |         | - |          |                        |         |
|           |           | Total                          | 16      | ı |          | Total                  | 17      |

| Year   | Dept.     | Course Fall Semester            | credits | Dept.     | Course Spring Semester          | credits |
|--------|-----------|---------------------------------|---------|-----------|---------------------------------|---------|
| Junior | THEA 3013 | Stage Management                | 3       | THEA 3613 | Directing I                     | 3       |
|        | THEA 3541 | Theatre Production Lab: Tech I  | 1       | THEA 3131 | Professional Aspects of Theatre | 1       |
|        | THEA 3131 | Professional Aspects of Theatre | 1       | THEA 4113 | Acting Styles III –A            | 3       |
|        | THEA 3713 | Theatre History I               | 3       | THEA 4541 | Theatre Production lab tech     | 1       |
|        | THEA 3123 | Acting Styles I                 | 3       | THEA 4140 | Rehearsal & Performance         | 3       |
|        | THEA 4123 | Movement II                     | 3       |           | Required DANCE credit           | 1       |
|        |           | General Ed.                     | 3       |           | Free Electives                  | 3       |
|        |           | Total                           | 17      |           | Total                           | 15      |

| Year   | Dept.     | Course Fall Semester            | credits | Dept.     | Course Spring Semester | credits |
|--------|-----------|---------------------------------|---------|-----------|------------------------|---------|
| Senior | THEA 3131 | Professional Aspects of Theatre | 1       | THEA 4611 | Directing II Lab       | 1       |

| THEA 4113 | Acting Styles III – B       | 3  | THEA 4613 | Directing II   |    |
|-----------|-----------------------------|----|-----------|----------------|----|
| THEA 4540 | Theatre Production lab tech | 1  | THEA 4890 | Internship     | (  |
| THEA 4133 | Stage Combat                | 3  |           | Free Electives | (  |
| THEA 4203 | Theatre Aesthetics          | 3  |           |                |    |
| THEA 4751 | Capstone                    | 1  |           |                |    |
|           | Free Electives              | 3  |           |                |    |
|           | Total                       | 15 |           | Total          | 13 |

| Grand Total | 126 |
|-------------|-----|
|             |     |

## **Musical Theatre Emphasis Schedule**

| Year     | Dept.     | Course Fall Semester             | credits |   | Dept.     | Course Spring Semester | credits |
|----------|-----------|----------------------------------|---------|---|-----------|------------------------|---------|
| Freshmen | THEA 1033 | Acting 1 Majors Only-Fulfills GE | 3       | 1 | THEA 1113 | Voice and Diction      | 3       |
|          | THEA 1513 | Stage craft                      | 3       |   | THEA 2130 | Movement I             | 2       |
|          | THEA 1541 | Theatre production lab tech      | 1       |   | THEA 2711 | Dramatic Literature    | 1       |
|          | THEA 1713 | Script Analysis                  | 3       |   | THEA 1223 | Stage Make-Up          | 3       |
|          | UNIV 1000 | First Year Seminar               | 1       |   | DANC 2120 | Tap Dance II           | 1       |
|          | LM 1010   | Information Literacy             | 1       | 1 |           | General Ed. (CS 1000)  | 6       |
|          | MUSC 1400 | Applied Voice                    | 1       | 1 |           |                        |         |
|          |           | General Ed.                      | 3       | 1 |           |                        |         |
|          |           | Total                            | 16      |   |           | Total                  | 16      |

| Year      | Dept.     | Course Fall Semester           | credits | Dept.     | Course Spring Semester         | credits |
|-----------|-----------|--------------------------------|---------|-----------|--------------------------------|---------|
| Sophomore | THEA 2033 | Acting II                      | 3       | MUSC 1140 | Sight Sing/Ear Training        | 1       |
|           | MUSC 1130 | Sight Sing/Ear Training        | 1       | THEA 2711 | Dramatic Literature            | 1       |
|           | THEA 2711 | Dramatic Literature            | 1       | MUSC 1120 | Music Theory II                | 3       |
|           | MUSC 1110 | Music Theory I                 | 3       | DANC 2070 | Dance for Musical theatre      | 2       |
|           | THEA 2203 | Costume Construction           | 3       | THEA 3541 | Theatre Production Lab: Tech I | 1       |
|           | THEA 2541 | Theatre Production Lab costume | 1       | MUSC 2400 | Applied Voice                  | 1       |
|           | THEA 2400 | Applied Voice                  | 1       |           | General Ed.                    | 6       |
|           |           | General Ed.                    | 4       |           |                                |         |
|           |           | Total                          | 17      |           | Total                          | 15      |

| Year   | Dept.     | Course Fall Semester              | credits | Dept.     | Course Spring Semester | credits |
|--------|-----------|-----------------------------------|---------|-----------|------------------------|---------|
| Junior | THEA 3133 | Acting Styles II: Musical Theatre | 3       | THEA 3613 | Directing I            | 3       |

| DANC 2150 | Classical Ballet III | 2  | THEA 3131 | Professional Aspects of | 1  |
|-----------|----------------------|----|-----------|-------------------------|----|
|           |                      |    |           | Theatre                 |    |
| THEA 3713 | Theatre History I    | 3  | THEA 3123 | Acting Styles I         | 3  |
| MUSC 3400 | Applied Voice        | 1  | DANC 2080 | Dance Improvisation     | 1  |
| THEA 4203 | Theatre Aesthetics   | 3  | THEA 4123 | Movement II             | 3  |
|           | General Ed.          | 4  | MUSC 3400 | Applied Voice           | 1  |
|           |                      |    |           | General Ed.             | 6  |
|           | Total                | 16 |           | Total                   | 18 |

| Year   | Dept.     | Course Fall Semester              | credits | Dept.     | Course Spring Semester          | credits |
|--------|-----------|-----------------------------------|---------|-----------|---------------------------------|---------|
| Senior | THEA 3133 | Acting Styles II: Musical Theatre | 3       | DANC 2090 | Jazz II                         | 2       |
|        | THEA 3131 | Professional Aspects of Theatre   | 1       | THEA 4751 | Capstone                        | 1       |
|        | THEA 4541 | Theatre Production Lab: Tech II   | 1       | THEA 3131 | Professional Aspects of Theatre | 1       |
|        | THEA 4140 | Rehearsal & Performance           | 3       | MUSC 4400 | Applied Voice                   | 1       |
|        | THEA 3723 | Theatre History II                | 3       | THEA 4890 | Internship                      | 3       |
|        | MUSC 4400 | Applied Voice                     | 1       |           | Free Electives                  | 4       |
|        |           | Free Electives                    | 3       |           |                                 |         |
|        |           | Total                             | 15      |           | Total                           | 12      |

| Grand Total | 125 |
|-------------|-----|
|             |     |

## Theatre Design & Technology Emphasis Schedule

| Year     | Dept.     | Course Fall Semester        | credits | Dept.     | Course Spring Semester | credits |
|----------|-----------|-----------------------------|---------|-----------|------------------------|---------|
| Freshmen | THEA 1033 | Acting 1                    | 3       | THEA 1113 | Voice and Diction      | 3       |
|          | THEA 1513 | Stage craft                 | 3       | THEA 2711 | Dramatic Literature    | 1       |
|          | THEA 1541 | Theatre production lab tech | 1       | THEA 2532 | Design analysis        | 3       |
|          | THEA 1713 | Script Analysis             | 3       | THEA 1223 | Stage Makeup           | 3       |
|          | UNIV 1000 | First Year Seminar          | 1       |           | General Ed. (CS 1000)  | 6       |
|          | LM 1010   | Information Literacy        | 1       |           |                        |         |
|          |           | General Ed.                 | 3       |           |                        |         |
|          |           | Total                       | 15      |           | Total                  | 16      |

| Year      | Dept.     | Course Fall Semester           | credits |
|-----------|-----------|--------------------------------|---------|
| Sophomore | THEA 2203 | Costume Construction           | 3       |
|           | THEA 2541 | Theatre Production Lab costume | 1       |
|           | THEA 2523 | Drafting for the Theatre       | 3       |
|           | THEA 2553 | Scene Painting                 | 3       |

| Dept.     | Course Spring Semester | credits |
|-----------|------------------------|---------|
| THEA 2711 | Dramatic Literature    | 1       |
| THEA 3573 | Sound design           | 3       |
| THEA 4333 | Technical Direction    | 3       |
| THEA 3131 | Professional Aspects   | 3       |

|  | General Ed. | 6  |  | General Ed. | 6  |
|--|-------------|----|--|-------------|----|
|  |             |    |  |             |    |
|  |             |    |  |             |    |
|  | Total       | 16 |  | Total       | 16 |

| Year   | Dept.     | Course Fall Semester          | credits | Dept.     | Course Spring Semester      | credits |
|--------|-----------|-------------------------------|---------|-----------|-----------------------------|---------|
| Junior | THEA 3563 | Scene Design                  | 3       | THEA 4540 | Theatre Production lab tech | 1       |
|        | THEA 3713 | Theatre History I             | 3       | THEA 3723 | Theatre History II          | 3       |
|        | THEA 3013 | Stage Management              | 3       | THEA 3533 | Costume design              | 3       |
|        | THEA 3541 | Theatre Production Lab Tech I | 1       | THEA 3553 | Lighting design             | 3       |
|        |           | General Ed.                   | 6       |           | General Ed.                 | 6       |
|        |           |                               |         |           |                             |         |
|        |           | Total                         | 16      |           | Total                       | 16      |

| Year   | Dept.     | Course Fall Semester        | credits | Dept.     | Course Spring Semester  | credits |
|--------|-----------|-----------------------------|---------|-----------|-------------------------|---------|
| Senior | THEA 3571 | Portfolio                   | 1       | THEA 4751 | Capstone                | 1       |
|        | THEA 3323 | Stage craft II              | 3       | THEA 4513 | Theatrical Technologies | 3       |
|        | THEA 3613 | Directing I                 | 3       | THEA 4890 | Internship              | 3       |
|        | THEA 4203 | Theatre Aesthetics          | 3       | THEA 2711 | Dramatic Literature     | 1       |
|        | THEA 4540 | Theatre Production Lab tech | 1       |           | Free Electives          | 8       |
|        |           | Free Electives              | 3       |           |                         |         |
|        |           |                             |         |           |                         |         |
|        |           | Total                       | 14      |           | Total                   | 16      |

| Grand Total | 125 |
|-------------|-----|

#### Appendix C: Faculty

## PETER SHAM sham@suu.edu

Current Rank: Assistant Professor, Associate Chair/Director of Theatre, Department of Theatre Arts and Dance Qualifications: (Degree & Area of Expertise): M.F.A. (University of Delaware/P.T.T.P.) Acting

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

THEA 1033 Acting I, THEA 3113 Acting II, THEA 3613 Directing I, THEA 4113 Acting Styles III: Shakespeare, THEA 3133 Acting Styles II: Music Theatre, THEA 3131 Professional Aspects of Theatre, THEA 3613 Directing II, THEA 3611 Directing II Lab, THEA 4123 Acting Styles IV: Studio Intensive Masks, THEA 2140 & 4140 Rehearsal and Performance.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Wrote the book and lyrics for Lend Me A Tenor: The Musical, based on the play by Ken Ludwig, which
  celebrated its world premiere summer 2007 at the Tony Award winning Utah Shakespearean Festival.
  Workshop, out-of-town tryouts and Broadway run pending 2009.
- Principal actor with the Utah Shakespearean Festival for 11 seasons between 1993-present. Regional actor for over 30 years, have appeared at Milwaukee Rep, Asolo Theatre Company, Studio Arena Theatre, Perry Street Theatre (off-Broadway), Artpark, Yale, and many others.
- Directed recent SUU productions Henry V and Shooting Stars. Have directed over 75 plays, musicals and revues along the East Coast and West. Highlights include directing the first regional premieres of Little Shop of Horrors and 'night Mother, 1984-present.
- Book and lyricist for the musicals Toyland, It's A Dog's Life: Man's Best Musical and Waxworks; author of the plays A Christmas Carol: On The Air, Twinkle, Twinkle, "Killer" Kane (with William Peter Blatty "The Exorcist"), and Moby Dick.
- Visiting Assistant Professor of Theatre for University of Nevada, Las Vegas, Spring 2003. Adjunct Professor of Acting and Guest Director for Elon University, NC, 1997-2000.
- Served as Artistic Director for Eichelberger Performing Arts Center, an historic, 800 seat, non-profit theatre in Hanover, PA, 2000-2002. Founded and served as executive director for the Academy at EPAC. Presented national acts, including *Marvin Hamlisch in Concert* (Academy, Tony & Grammy Award winning composer of *A Chorus Line*), and *Rhonda Vincent & The Rage* (Grammy Award Winner-Best Female Bluegrass Vocalist), and many others.
- Served as Artistic Director for Bristol Valley Playhouse in Naples, NY, 1988-1990. Suffering from 26% attendance the season before and about to close its doors, Bristol Valley experienced an attendance jump of between 76-82% during my tenure, rescuing the theatre from chapter eleven. They're known today as Bristol Valley Theater and recently celebrated their 43rd season.

#### MOST RECENT PROFESSIONAL DEVELOPMENT, AWARDS, AFFILIATIONS OR RECOGNITION

- 2007 nominee, Thunderbird Award, outstanding educator.
- Active member of Dramatists Guild of America.
- Member of Actor's Equity Association since 1984.
- 1995 recipient of the Michael & Jan Finlayson Award for Acting

- Associate Chair/Director of Theatre, Department of Theatre Arts and Dance, 2007-present.
- Advisor for student theatre group, Stage 2, 2006-2007.
- Chair, Department of Theatre Arts and Dance Season Selection Committee, 2007.
- Member of Department of Theatre Arts and Dance Curriculum Committee, 2007.
- Member, Undergraduate Research Committee, 2006-present.
- Member, Peer Review Committee, 2006.

#### CHRISTINE FREZZA

#### frezza@suu.edu

Current Rank: Assistant Professor

Qualifications (Degree & Area of Expertise):

- Ph.D. (University of Pittsburgh) Theatre History and Aesthetics
- M.F.A. (University of Victoria, CANADA) Acting and Directing
- B.Mus. (University of Victoria, CANADA) History and Composition

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

DANC 3010 Form and Rhythmic Analysis for Dancers, PVA 1040 Arts Retrospective THEA 1010 Inside the Art of Theatre, , THEA 1033 Acting I (for non-majors), THEA 1713 Script Analysis, THEA 3713 Theatre History I, THEA 3723 Theatre History II, THEA 4640 Plays of Today, THEA 4751 Capstone.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY (SELECTION)

- 2007-2008 Co-chair, Pedagogy symposia, American Theatre in Higher Education
- 2006-2008 Co-Chair, Pedagogy symposia, Mid-America Theatre Conference
- 2006 ATHE Presentation: "Articulation and Self-Assessment of the Undergraduate Senior Project"
- 2006 MATC Presentation: "So Many Plays, So Little Time"
- 2005 MATC Presentation: "Student Self-Assessment of the Theatre Project"
- 2004 Women's Conference, Southern Utah University Paper presented; "Women in Theatre How Far Have We Come?"
- 2006 Utah Shakespearean Festival Music Composer: Score for Antony and Cleopatra,
- 2005 USF Music Composer: Scores for Dr. Faustus, Love's Labor's Lost, A Midsummer Night's Dream
- Compositions for Shakespeare Goes Chamber and Shakespeare in Music, SUU Music Dept.
- 2004 USF Music Composer: Scores for Taming of the Shrew, Winter's Tale, Henry IV, Part One
- 2003 USF Music Composer: Scores for Measure for Measure, Much Ado About Nothing, Richard III, Servant
  of Two Masters
- 2003 University of Pittsburgh Commissioned score for Much Ado About Nothing
- 2002 USF Music Composer: Scores for As You Like It, Cymbeline, Othello

#### MOST RECENT UNIVERSITY SERVICE ACTIVITY (SELECTION)

#### **University Committees**

- President, Faculty Senate 2007-2008
- Co-Chair, Provost Search Committee 2007-2008
- Screening Committee for Vice-President of Student Services (2007 ad hoc)
- Distinguished Faculty Lecture Committee (2005-2008)
- University Institutional Review Board (non-research representative) (2004-2007)

#### **CPVA Representative for:**

Southern Utah University Press (2001-2007)

#### **Department Committees and Responsibilities:**

- Assessment Committee (2005-present)
- Chair, Peer Review Committee (2006-present)
- Faculty Advisor Alpha Psi Omega (Theatre Honor Society) (Term: 2004-2007)

#### Professional memberships

- American Theatre in Higher Education (ATHE) since 2002; Pedagogy Symposia Co-Chair (Term: 2008-2009)
- Mid-America Theatre Conference (MATC) since 2003; Pedagogy Symposia Co-Chair (Term: 2006-2008)

## RICHARD BUGG bugg@suu.edu

Current Rank: Associate Professor

Qualifications (Degree & Area of Expertise): M.F.A. in Acting - National Theatre Conservatory

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

THEA 1033 Acting I, THEA 3113 Intermediate Acting, THEA 1113 Voice & Diction, Acting Styles IV: Shakespeare Acting Styles: Classics, Intro to Film

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Respondent at Kennedy Center American College Theater Festival Regional Festivals 2,3,4,6,7
- Chair of Kennedy Center American College Theater Festival Region 8
- Founder/Executive Director of The Neil Simon Festival a professional summer theatre
- Workshop presenter at KCACTF Regions 3 and 6
- Actor in several films for television and for the LDS church
- Industrial voice-over work
- Webmaster KCACTF Region VIII

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Best Contribution to the Arts Award Cedar City Chamber of Commerce
- The Kennedy Center Medallion of Excellence in Theatre Education
- Inducted as a KCACTF Region 8 Fellow for Distinguished Achievement in Service to Theatre Education
- Workshop presenter at the Colorado Thespian Society
- SUU Honors Lecture Form Will Set You Free
- Original poem recognized and performed on National Radio Program
- The Alexander Technique Workshop (attendee) The Alexander Institute
- Directed various departmental productions
- Directed various productions for the Neil Simon Festival

- College LRT Committee Chair
- Department Curriculum Committee Chair
- Department Season Selection Committee
- University Journal Advisory Panel
- Honors Committee
- Sterling Scholar Adjudicator
- Christmas Readings various faculty Christmas parties
- Sponsored (through Neil Simon Fest) children's theatre courses in Enoch & St. George
- Sponsored (through Neil Simon Festival) An African Christmas at Dixie College
- Host of local cable news and interview show The Rick & Tammy Show
- Adjudicator of High School Drama meets 2000-2005
- Helped develop scripts (through Neil Simon Festival) for the City's Himmelsk Festival
- Lectured at Chamber of Commerce Luncheon The Arts in Our Community
- Annual reading of Christmas Stories on KSUB
- Member of Master Singer
- Frequent Holiday readings throughout the community
- Storyteller at Library and at the grade schools

## T. ANTHONY MAROTTA marotta@suu.edu

Current Rank: Assistant Professor, Theatre Arts
Qualifications (Degree & Area of Expertise):
M.F.A. (University of Tennessee) Performance

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

- THEA 1033 Acting I for Majors
- THEA 1033 Acting I for Non-Majors
- DANC 2130 Movement for Actors
- THEA 3113 Acting II
- THEA 3133 Acting Styles II: Musical Theatre
- THEA 3131 Professional Aspects: Audition Prep
- THEA 3131 Professional Aspects: Stage Combat
- THEA 4123 Acting Styles IV: Studio Intensive Mask
- THEA 4980 Student Teaching
- PVA 1040 Arts Retrospective

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Performer/Writer for the Red Nose Writing Performance, Boulder, CO
- Directed the youth production of *Little Prince(French)*, Concordia Language Villages, France
- Lead an intensive Commedia Dell'Arte Workshop, Pasadena, CA
- Playwright/Producer/Director/Mask maker for Unopened Gift, London, England
- Master's Thesis and Performance: The Sagittal of the Role, a human interface

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Society of American Fight Directors: Single Sword Actor-Combatant Certification
- Participated Texas Stage Combat Intensive; Houston, Texas
- Participated in the Red Nose Personal Clown Workshop, Boulder, CO

#### MOST RECENT CAMPUS AND COMMUNITY SERVICE ACTIVITY

High School Shakespeare Competition: Adjudicator

#### **SHAUNA MENDINI**

#### mendini s@suu.edu

Current Rank: Associate Professor, Chair, Department of Theatre Arts and Dance Qualifications (Degree & Area of Expertise): M.A. (University of Arizona) Dance

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

DANC 1010 Inside the Art of Dance, DANC 1040 Arts Retrospective, DANC 2160 Modern Dance III, DANC 2180 Modern Dance IV, DANC 3500 Dance History, DANC 3530 Principles of Choreography, DANC 3900 Creative Movement for Children, DANC 4900 Methods in Dance Education, DANC 4980 Student Teaching.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Performed with the American Folk Ballet during the 2002 Cultural Olympiad, Capitol Theatre, Salt Lake City, Utah, as part of the 2002 Winter Olympics. Performed as a company member for over 20 years with performances on both a national and international level. The 1991 tour to Russia was the topic of *Distant Dance*, produced for PBS.
- Performed with the American Folk Ballet as part of the 2002 SUU Convocation Lecture Series, and the Cedar City Music Arts Concert Series
- External Program Review, Visitor's Report, University of Nevada, Las Vegas, Department of Dance, 2005
- Presented A Workshop in Renaissance Dance, Utah Shakespearean Festival 2005
- Choreographer for the Department of Theatre Arts and Dance productions of A Chorus Line, 2003, Our Country's Good, 2005, How to Succeed in Business: Without Really Trying, 2007. Choreographer for the Department of Music's Production of Susannah, 2004.
- Choreographed, directed, and/or performed in the annual Faculty Dance Concert produced by the
  Department of Theatre Arts and Dance. 1994-present (In 1995 and 1997 choreography created for the
  faculty concert was adjudicated at the Southwest Regional American College Dance Festival, both works
  were selected as part of the Gala Concert)
- Site evaluator for the National Association of Schools of Dance

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY. AWARDS OR RECOGNITION

- 2001 Distinguished Educator Award
- Awarded a 2002 National College Choreography Initiative Grant, \$10,000. Project Coordinator for the recreation of Jose Limon's *There is a Time* on SUU students.
- Southern Utah University's representative at the National Association of Schools of Dance annual meeting.
- Attended Southwest American College Dance Festivals, 2001, 2004
- Participated in the National Dance Educators Association workshop: Teachers in Action—Investigating and Documenting Experiences in Dance. 2005

- Chair, Department of Theatre Arts and Dance, 2004-present
- Associate Chair, Department of Theatre Arts and Dance, 1994-2004
- Equity, Welfare, and Sportsmanship Subcommittee for NCAA Re-Certification 2004-05
- CPVA Representative on the Undergraduate University Curriculum Committee, 2003-present
- Chair, General Education Sub-committee, 2004-present
- Member of the Accreditation Steering Committee, prepared response for Standard 8, 2001-03
- Chair, NASD Accreditation Committee. Prepared the NASD Self-Study Report, Optional Response, and
   Progress Report that resulted in SUU becoming an accredited member with the Association, 2004-present

## KAY ANDERSEN anderson@suu.edu

Current Rank: Associate Professor

Qualifications (Degree & Area of Expertise): M.A. Performance/Choreography - New York University

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

DANC 1010 Inside the Art of Dance, DANC 1170 Social Dance, DANC 1200 Modern Dance I, DANC 1580 Tap I, DANC 2080 Improvisation, DANC 2120 Tap II, DANC 3120 Tap III, DANC 3160 Modern Dance V, DANC 3180 Modern Dance VI, DANC 3510 Composition, DANC 3530 Principles of Choreography, DANC 4300, DE

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Choreography, Direction and Performance of five consecutive Faculty Dance Concerts.
- Choreography for USF's World Premiere of, Lend Me A Tenor: The Musical.
- Choreography for USF's production of, *The Fantasticks*.
- Invited presenter at the International Nikolais/Louis Legacy Workshop, July 24-August 11, 2006, Salt Lake City, Utah. Responsibilities at workshop include: modern dance technique, repertory class, and directorship of student performance
- Two Fall residencies in the Netherlands in conjunction with National Dance Week. The residency consisted of daily tap technique classes as well as choreography for workshop students.
- Two summers invited teacher at the Ririe/Woodbury Move-It Dance Workshop. I taught daily tap dance, improvisation, and modern dance technique classes.
- Three summer residencies at New Mexico State University, Las Cruces, New Mexico. The residency consisted of daily technique classes and choreography for the Dancers Company.
- Five summer residencies in Mexico City, Mexico, Ema Pulido's Studio Profesional de Danza, and Instituto Nacional de Bellas Artes. Residencies included tap dance, modern dance, improvisation and choreography classes. Choreographed three ballets for the resident company, San Juan de Letran, guest performer with the company summer of 2005.
- Choreographed for the Idaho Falls Youth Art Centre's production of, Children of Eden. Residency consisted of daily jazz classes.
- Choreography was selected and adjudicated at the American College Southwest Region in Long Beach, California. Presented a
  modern dance technique class at the festival.
- Choreography was selected and adjudicated at the American College Southwest Region in Scottsdale, Arizona. Presented a modern dance technique class at the festival.
- Performed with the American Folk Ballet, Winter Olympics, 2002, Cultural Olympiad performances, Capital Theatre, Salt Lake City, Utah.
- Performed solo titled, Come Fly With Ema Pulido, Teatro de las Artes, Mexico City, Mexico. Government sponsored performance recognizing Ema Pulido, Life Achievement in Dance.
- Performed in the Department of Theatre Arts and Dance production, A Chorus Line.
- Choreography was selected and adjudicated at the American College Northwest Region, Salt Lake City, Utah. Presented a modern dance technique class at the festival.
- Choreography was selected for performance at the Community College of Southern Nevada Performing Arts Department sixth and seventh annual Dance in the Desert Festival, Las Vegas, Nevada.

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Attended Bill Evans Teachers Intensive workshop at Butler University, Indiana, and New Mexico State University, Las Cruces, New Mexico. Workshops consisted of daily modern technique, improvisation, tap, jazz, composition and repertory classes.
- Annual tap dance and modern dance workshops, Broadway Dance Center, New York City, New York.
- Annual participation at American College Dance Festival taking a variety of technique and creative based classes.
- 2001 Thunder Bird Award, "Professor of the Year".
- Two Provost Faculty Development Grants.

#### MOST RECENT CAMPUS AND COMMUNITY SERVICE ACTIVITY

University: Faculty Recruitment and Retention Committee

Graduation Convocation Committee (co-chair representing CPVA with Dr. Virginia Stitt)

Academic Standards and Admissions Review Board Committee

Staff Association Board, Faculty Representative

Faculty Senate

Faculty Senate Distinguished Lecturer Committee Faculty Senate Post Tenure Review Committee

Department: Search Committee for new faculty dance position, Evaluation Committee, Production Selection Committee, Theatre Arts

and Dance LRT Committee, Art LRT Committee, Music LRT Committee, NASD Committee, Curriculum Committee, Dance Scholarship Committee, Student Reviews and Juries Committee, Student Handbook Committee, ACDFA Committee,

Orchesis Modern Dance Club Advisor

Community: Cedar City Music Arts Board Member, Performances with the American Folk Ballet, Performances at Cedar City grade

schools, Annual performances with the Cedar City Junior Ballet Company

State: Utah Arts Council Dance Panel Member

## LOUIE (PAUL) C. OCAMPO ocampo@suu.edu

Current Rank: Assistant Professor

Qualifications (Degree & Area of Expertise):

- M.F.A. (The Ohio State University) Dance
- B.S. (University of the East, Manila, Philippines) Foods and Nutrition

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

DANC 1010 Inside the Art of Dance, DANC 1100 Classical Ballet I, DANC 1200 Modern Dance I, DANC 1500 Jazz I, DANC 1550 Folk and Cultural Dance, DANC 2130 Movement for Actors, DANC 2150 Classical Ballet III, DANC 2160 Modern Dance III, DANC 2170 Classical Ballet IV, DANC 2180 Modern Dance IV, DANC 3090 Jazz III, DANC 3150 Classical Ballet V, DANC 3170 Classical Ballet VI, DANC 4160 Advanced Modern Dance, DANC 4300 Dance Ensemble

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Performed and Choreographed with the Ballet Philippines (1985-1990) and with Singapore Dance Theatre (1990-1999) in the countries of Philippines, Australia, Singapore, Indonesia, Malaysia, Japan, Taiwan, Korea, China, Russia, Latvia, Slovakia, Ukraine, and Germany
- Performed, Produced and Choreographed Bridging Bridges: A Celebration Linking Cultures Through Dance. A duet concert with Chien-Ying Wang, former member of Repertory Dance Theatre; at the Leona Wagner Black Box Theatre, Salt Lake City, Utah, June 1-2, 2007. Presented by RDT's Link Series with the support of the Utah Arts Council, Salt Lake City Arts Council, National Endowment of the Arts, Zoo, Arts and Parks, SUU College of Performing and Visual Arts and SUU Theatre Arts and Dance.
- Performed with Meredith Monk and Anne Hamilton, Mercy, Columbus, Ohio, 2001.
- Performed with Repertory Dance Theatre in Cedar City, Salt Lake City, Utah and Crested Butte, Colorado. 2003, 2004, and 2005.
- Presented a Lecture-Demonstration at the Nanyang Academy of Fine Arts, Singapore An Overview of Philippine Folk and Traditional Dance, 2002.
- Presented a Workshop in Philippine Folk Dance, Utah High School Dance Competition, Utah Valley State College, 2007.
- Choreographer for the Department of Theatre Arts and Dance production of Henry V, Directed by Peter Sham, Adams Shakespearean Theatre. 2007.
- Choreographed for National Taiwan University of the Arts, Annual Faculty Dance Concert, 2005.
- Created a Commissioned Work A Tribute to Maestro Lucio San Pedro, Cultural Center of the Philippines, 2001.
- Choreographed and performed in the annual Faculty Dance Concert produced by the Department of Theatre Arts and Dance. 2003-present. (In 2007 choreography created for the faculty dance concert was adjudicated at the Northwest Regional American College Dance Festival).
- Attended workshop and guest taught (with Joes Alegado) at the ImPulsTanz Vienna International Dance Festival, Austria, 2001 and 2004.
- Certified Labanotation Teacher Dance Notation Bureau Extension at The Ohio State University, 2002.

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- National Arts Council's 1998 Young Artist Award (Dance), Singapore.
- Awarded 2007 SUU Provost's Faculty Development Grant, \$2,300.00; 2006 Utah Arts Council Professional Artist Grant, \$1,000.00; 2002 Alumni Grants for Graduate Research and Scholarship (AGGRS), \$2,000.00
- Attended Southwest and Northwest Regional Conferences American College Dance Festival (2004, 2005, 2006, 2007)
- Participated in the Utah Dance Education Organization workshop Reactivate and Advocate, Brigham Young University, November 2006.

- Member, Department Curriculum Committee
- Member, Production Season Selection Committee
- Chair, Faculty Incentive Grant Committee, 2005
- Member, UGRASP Committee
- Senator, Faculty Senate, 2004-2005
- Member, Charitable Giving Policy Committee, 2007-present.

#### **CHIEN-YING WANG**

#### wang@suu.edu

Current Rank: Assistant Professor Qualifications (Degree & Area of Expertise):

> M.F.A. (The Ohio State University) Dance B.F.A. (Northern Illinois University) Dance A.A. (National Taiwan Academy of Arts) Dance

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

DANC 1100 Classical Ballet I, DANC 1130 Classical Ballet II, DANC 1200 Modern Dance I, DANC 3150 Classical Ballet V, DANC 3450 American Character Ballet, DANC 4300 Dance Ensemble

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Performed and Choreographed with Join Dance Company (1994-1995), with Taipei Ballet Company (1996-1997) and with Repertory Dance Theatre (2002-2007) in the countries of Taiwan and United States (States of California, Washington, Montana, Nevada, Utah, Colorado, Oregon, Idaho, and Wyoming)
- Performed, Produced and Choreographed Bridging Bridges: A Celebration Linking Cultures Through
  Dance. A duet concert with Paul C. Ocampo, Assistant Professor of Southern Utah University; at the
  Leona Wagner Black Box Theatre, Salt Lake City, Utah, June 1-2, 2007. Presented by RDT's Link
  Series with the support of the Utah Arts Council, Salt Lake City Arts Council, National Endowment of the
  Arts, Zoo, Arts and Parks, SUU College of Performing and Visual Arts and SUU Theatre Arts and Dance
- Presented a Workshop in Modern Dance, Utah High School Dance Competition, Utah Valley State College, 2007
- Guest taught and Choreographed for National Taiwan University of the Arts, Annual Faculty Dance Concert, 2005
- Guest Choreographed for Southern Utah University, Faculty Dance Concert, 2003 and 2005
- Directed and edited Video Work for *Bridging Bridges*, 2007
- Directed and edited Video Work for *Postcards from Utah*, Repertory Dance Theatre, 2006
- Attended workshop at the ImPulsTanz Vienna International Dance Festival, Austria, 2004
- Certified Labanotation Teacher Dance Notation Bureau Extension at OSU, 2002
- Reconstructed the Labanotatin score of Ballet of the Nuns from Robert le Diable (1831) with Valarie Mockabee, International Council of Kinetography Laban Conference, Ohio, 2001
- Assistant of Dance Notation Bureau with Sheila Marion, The Ohio State University, Columbus, Ohio, 2001-2002

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Awarded 2006 Salt Lake City Council-City Arts Grant: Project Support Grants, \$1,000.00
- Awarded 2002 Dance Preservation Fund, Dance Notation Bureau Extension, OSU, \$500.00
- Awarded 2001 Critical Difference for Women Professional Development, OSU, \$400.00
- Awarded Teaching Assistantship in the Department of Dance at OSU, 2000-2002
- Awarded Scholarship in Doug Varone and Dancers Summer 2000 Workshop
- Awarded University Fellowship at The Ohio State University, 1999-2000
- Host Committee Member, International Council of Kinetography Laban/Labanotation Conference, 2001

- Member, Department Curriculum Committee
- Teacher and Adjudicator, High School Shakespeare Competition, 2007
- Performed for SUU Presidential Inauguration (CPVA Gala), Sept. 19, 2007

#### MICHAEL M. HARVEY

#### harvey@suu.edu

Current Rank: Assistant Professor

Qualifications (Degree & Area of Expertise):

M.F.A. (Wayne State University) Scene Design and Theatre Technology

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

THEA Introduction to Film, THEA 2532 Design Analysis, THEA 3563 Scene Design, THEA 3571 Portfolio. At Central Lakes College, Brainerd, MN: Introduction to Theatrical Design, Technical Theatre, Lighting for the Theatre, Sound for the Theatre, Technical Theatre II, Scene Painting.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Designed Scenery and Lighting for Southern Utah University's production of Henry V
- Designed Scenery and Lighting for Southern Utah University's production of How to Succeed in Business Without Really Trying.
- Designed Scenery and Lighting for the Primedia, Inc. television series *In-Fisherman, Critical Concepts* and *North American Whitetail*
- Designed Lighting for the Primedia, Inc. television series Guns and Ammo Television, and Bowhunter Magazine Television
- Currently working on a text for producing digital portfolios for the theatre
- Scenic Designer/Lighting Designer/Scenic Artist, University of Southern Indiana, Evansville, IN, 1993–1995
- o Production Manager and Technical Director, Capital Repertory Company Albany, NY, Summer 1998
- Scenic Designer, The Theater Barn, New Lebanon, NY, Summer 1997 & 1998
- Scenic Coordinator, Opera Company of Philadelphia, PA, 1995–1996
- Production Manager/Technical Director, The New Harmony Theatre New Harmony, IN, Summer 1993 & 1994

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Presented at the 2005 USITT National conference. Digital Portfolios and Beyond. Session Chair
- Presented at the 2005 USITT National conference. Digital Swag for the Classroom. Session Chair
- Presented at the 2005 USITT National conference. Digital Multimedia Poster Session. Contributing Participant
- American College Theatre Festival. Meritorious Achievement in Scenic, Lighting and Video Design, MacBeth, 2002
- United States Institute of Theatre Technology, 1998–present
- USITT Northern Boundary Regional Section, 1998–present
- Alpha Psi Omega. Outstanding Contribution to Theatre, Elmira College, 1988–1989.

- Academic Standards Committee 2007-2008
- Theatre Arts and Dance Curriculum Committee
- Lighting Design, *Defying Gravity*, Michael T. Benson inauguration
- Utah Shakespearean Festival Young Professionals Forum

#### **ZACHARY STEVENSON**

#### stevensonz@suu.edu

Current Rank: Professional Staff Technical Director Qualifications (Degree & Area of Expertise):

- Master of Fine Arts in Technical Direction, North Carolina School of the Arts
- Bachelor of Fine Arts, Central Michigan University, Directing

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

THEA 1513 Stagecraft I, THEA 2523 Drafting for the Theatre, THEA 3323 Stagecraft II, THEA 4333 Technical Direction, THEA 4513 Theatre Technologies, THEA 1540 Production Lab, THEA 3540 Production Lab, THEA 4540 Production Lab.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- SUU Theatre Arts and Dance Technical Director, 2004-2007 Provide Technical Direction or Advisement for Theatre Arts and Dance productions. Manage Budgets for productions, develop construction plans and timelines, and coordinate all student crews. Responsibilities include construction and implementation of all design elements. Productions include: Into the Woods, Journeys, Shooting Stars, Breaking Bounds, Beyond the Horizon, The Importance of Being Ernest, Seussical the Musical, Journeys, Breaking Boundaries, Our Country's Good, Lend Me a Tenor, Oliver, Faculty Dance Concert, Wait Until Dark, Student Dance Concert, See How They Run, Diary of Anne Frank, The Merchant of Venice, Faculty Dance Concert, Susannah, the Opera, The Boys Next Door, Breaking Bounds, Caucasian Chalk Circle.
- Scenery Supervisor, Utah Shakespearean Festival, Adams Memorial Theatre, Summer 2004-2007 Estimate budget and labor for simultaneous construction of three productions. Structurally evaluate design and supplement with construction drawings for all scenic elements. Procure all materials, hardware and equipment necessary to implement and install scenery in rotating repertory. Interface with other department heads to ensure smooth implementation of all design elements. Productions include: The Taming of the Shrew, Winter's Tale, Henry IV, part 2, Hamlet, Anthony and Cleopatra, The Merry Wives of Windsor, King Lear, Twelfth Night, Coriolanus, Dr. Faustus, Romeo and Juliet, Loves Labour's Lost.

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Taught Master Class in Arena/Theatre Rigging for United States Institute for Theatre Technology Southeast Region Fall conference 2003.
- Attended United States Institute for Theatre Technology national conference 2004, 2005, 2006, 2007
- United States Institute for Theatre Technology, Intermountain Desert Region, charter member Charter established Fall 2005.
- Taught Master Class in Arena/Theatre Rigging for United States Institute for Theatre Technology Intermountain Region conference 2006.
- Developed criteria for Kennedy Center American College Theatre Festival Region VIII student award for Technical Direction.
- International Alliance of Theatrical Stage Employees local #274, Lansing MI, 1994-present.

- Panelist USF/SUU Shakespeare Competition panel on resume and portfolio building
- USF/SUU Shakespeare Competition Tech Olympics coordinator.
- Technical Coordinator for the CPVA Inauguration Week Showcase.
- Member of the SUU Presidential Inauguration Logistics committee.
- Coordinate technical elements for SUU Convocations series in Auditorium Theatre & Randall L Jones
  Theatre.
- Serve on department, college and university committees: Production Committee, (chair) Season Selection Committee, (chair) Department Handbook Committee, (chair) Department Curriculum Committee, Scholarship Committee, Scenic Design faculty search committee, Movement faculty search committee, College of Performing and Visual Arts Dean search committee, Costume Design faculty search committee, Academic Computer Users Committee.

## EARL JEROME BATTLE battle@suu.edu

Current Rank: Assistant Professor

Qualifications (Degree & Area of Expertise):

M.F.A. Boston University, Costume Design

B.S. Framingham State College, Fashion Design and Textile Science

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

THEA 1223 Stage Make-up, THEA 3533 Costume Design, THEA 2203 Costume Construction, THEA 2203 Costume Construction, THEA 2540 Costume Practicum Lab, THEA 2541 Costume Practicum Lab, THEA 4540 Costume Practicum Lab

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

#### **Costume Design:**

- Costume Designer Porgy and Bess, Logan Festival Opera Company, Logan, UT, 2007
- Costume Designer Neil Simon Festival, Neil Simon Festival, Heritage Center, Cedar City, UT, 2007
- Costume Designer Marriage of Figaro, Logan Festival Opera Company, Logan, UT, 2006
- Costume Designer, Neil Simon Festival, Heritage Center, Cedar City, UT, 2006
- Costume Designer Kismet, Logan Festival Opera Company, Logan, UT, 2005
- Clothing Designer-Military, Natick Soldier System Center, Natick, MA, 2004; Constructed and produced clothing and equipment
- worn on military personnel, Design special projects.
- Assistant Designer Children of Eden, Ford Theater, Washington, DC, 2003-2004; Assist Costume designer in various areas of producing a show, including but limited to, sourcing, administrative work, shopping, and scheduling.
- Assistant Designer 1776, Ford's Theater, Washing ton DC, 2003; Duties: Assist Costume designer in various areas of producing a show, including but limited to, sourcing, administrative work, shopping, and scheduling.
- Costume Designer Miss Evers Boys, Melting Pot theater (off-Broadway) New York, NY, 2002
- Costume Designer Jar the Floor, Alliance theater, Atlanta, GA, 2001-2002

#### **Costume Construction:**

- Draper *Porgy and Bess*, Logan Festival Opera Company, Logan, UT, 2007
- Draper Marriage of Figaro, Logan Festival Opera Company, Logan, UT, 2006
- Draper Kismet, Logan Festival Opera Company, Logan, UT, 2005
- Draper, America's Players Theater, Spring Green, WI, 2002

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY. AWARDS OR RECOGNITION

- KCACTF Region VIII, Excellence in the Area of Costume Design, Seussical The Musical, 2006
- Nomination, Faculty of the Year, National Society of Collegiate Scholars, May 2006

- Chair, Department Recruitment and Retention.
- Advisor Puppet theater club.
- Member Costume Society of America.

## KEITH M. BRADSHAW bradshaw@suu.edu

Current Rank: Associate Professor

Qualifications (Degree and Area of Expertise):

Ph.D. UNIVERSITY OF MINNESOTA SCHOOL OF MUSIC, Major: Composition

M.M. BRIGHAM YOUNG UNIVERSITY, Major: Composition

B.M. BRIGHAM YOUNG UNIVERSITY, Major: Composition/Theory

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

First-year tonal music theory sequence, First-year aural skills sequence, Second-year tonal music theory sequence, Second-year aural skills sequence, Composition, Form and Analysis, Orchestration, Choir, Pep Band, Music Appreciation, Music Fundamentals, Finale Notation.

#### RECENT SCHOLARLY/CREATIVE ACTIVITY

#### Compositions:

- The Ballad of Hazel and Brown, for Tenor and 2 pianos, performed on the Faculty Recital, 10/15/07 in Thorley Recital Hall, SUU.
- God, Where Art Thou? For SATB Choir, A cappella.
- The Morning Breaks, arr. for SATB Choir and Organ, Performed by the Southern Utah Heritage Choir, multiple performances.

#### RECENT PROFESSIONAL DEVELOPMENT ACTIVITY

- Directed the Southern Utah Heritage Choir in 2 concerts at the Cox Auditorium, Dixie State College, October 19 and 20, 2007
- Took the Heritage Choir on tour to the mid-west with multiple performances, Sept 27-October 4, 2007
- Directed the Heritage Choir in a fireside in conjunction with the Utah Senior Games.
- Directed a community choir in the commemoration of the Mountain Meadows Massacre in September, 2007.
- Played marimba in Faculty Recital, 10/15/07

#### RECENT CAMPUS AND COMMUNITY SERVICE

- Chair, Department of Music, 2006-present
- Chair, Piano Faculty Search Committee, Spring 2007.
- Member of the College Curriculum Committee 2006-present
- Directed a community choir in the commemoration of the Mountain Meadows Massacre in September, 2007.
- Directed the Heritage Choir in a fireside in conjunction with the Utah Senior Games.
- Fund Raising for Student Scholarships in Music, in conjunction with other music faculty.
- As required for NASM Accreditation, hosted site visit, and submitted a reply to visitors report. Music Department received accreditation.

#### **BRAD CARROLL**

#### bradcarroll@mac.com

Current Rank: Adjunct Professor/Artist in Resident

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

THEA 3131 Professional Aspects of Theatre, THEA 3133 Acting Styles II: Music Theatre.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Director/Choreographer for the Tony Award winning Utah Shakespearean Festival: HMS Pinafore, Johnny Guitar, Camelot, Spitfire Grill, 1776, Man of La Mancha, A Christmas Carol: On the Air.
- Other recent Director/Choreographer credits: Into the Woods (Southern Utah University), The Mikado (Anchorage Opera), La Cenerentola (Utah Festival Opera)
- Director: The Mousetrap (Utah Shakespearean Festival), Leading Ladies, Private Lives (Phoenix Theater), Marisol (University of Illinois, Urbana-Champaign)
- Composer: Measure For Measure (Idaho Shakespeare Festival, Great Lakes Theatre Festival), King Lear (Idaho Shakespeare Festival), Timon of Athens (UC Santa Barbara), As You Like It (Shakespeare Festival) of St. Louis, Great Lakes Theatre Festival)
- World Premieres: Lend Me A Tenor The Musical (Composer/Orchestrator Utah Shakespearean Festival, 2007), Cio Cio San (Composer/Orchestrator Hot Springs Music Festival, 2005), Destiny at Star Rock Cave (Composer, Co-lyricist Roosevelt University, Chicago, 2005), A Christmas Carol: On the Air (Co-Creator Utah Shakespearean Festival, 2004), The Emperor's New Clothes (Book, Music, Lyrics commissioned: Shakespeare Santa Cruz, 2003)
- Creative Consultant (Writer, Director, Musical Arranger Walt Disney Entertainment, Tokyo)

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Artistic Associate PCPA Theaterfest, Santa Maria, CA (2002)
- Resident Artist/Faculty PCPA Theaterfest 1985-1997
- Roosevelt University, Chicago Guest Artist/Master Classes, Musical Theatre Performance
- Member: Society of Stage Directors and Choreographers; The Dramatists Guild of America

- High School Shakespeare Competition Adjudicator (Utah Shakespearean Festival)
- Private Vocal Coach (SUU students)

#### MEMORANDUM

May 21, 2008

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Bachelor of Music with Emphases in Instrumental

Performance, Piano Pedagogy, and Vocal Performance, Effective Fall, 2008 -

Action Item

#### Issue

Southern Utah University requests approval to offer a Bachelor of Music Degree with three emphases: instrumental performance, piano performance and vocal performance effective Fall semester 2008. This program has been approved by the institutional Board of Trustees on February 8, 2008.

#### Background

Currently, SUU offers the Bachelor of Arts in Performance and the Bachelor of Science in Music Education, both liberal arts degrees and suitable for the generalist. SUU's music accreditor, the National Association of Schools of Music (NASM), found the current SUU BA degree to lie between the liberal arts BA and the professional BM degree. SUU strengthened its liberal arts focus and now is proposing the professional degree (BM). The core curriculum will be the same with additional course work in pedagogy, diction, music literature and keyboard studies. These additions will meet the standard for 'professional musician,' as determined by NASM, which includes broad knowledge of music and music literature, the ability to integrate musical knowledge and skills, sensitivity to musical styles, and insight into intellectual and cultural life. The BM is expected to prepare students for professional careers and graduate education. Currently, the BM is offered by the University of Utah, Utah State University and Weber State University. The program will be 120 hours. The proposed degree fits with SUU's mission and the consultants' report on programs that should be offered in the region based on the strengths of the institution.

SUU has nine full-time faculty and 19 adjunct faculty to teach the various studio courses. As the program grows, additional adjuncts may be required. SUU demonstrated student interest in the

BM. Program funding will come from reallocated student tuition, applied lesson fees and savings made through revisions of the BA degree in Music. The current budget is not negatively impacted.

#### Policy Issues

USHE institutions offered general support. The University of Utah supports the program and asked why the change to the BM was not done 20 years ago.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review the request from Southern Utah University to offer the Bachelor of Music with Emphases in Instrumental Performance, Piano Pedagogy, and Vocal Performance, raise questions, and, if satisfied, approve the request.

David L. Buhler, Interim Commissioner

DLB/PCS Attachment

# Academic, Career and Technical Education, and Student Success Committee Action Item

Request to Offer a Bachelor of Music with Specialization in Instrumental Performance, Piano Pedagogy, and Vocal Performance

Southern Utah University

Prepared for: David L. Buhler by Phyllis C. Safman

May 21, 2008

#### **SECTION I: The Request**

Southern Utah University (SUU) requests approval to offer a Bachelor of Music Degree with three emphases: instrumental performance, piano performance and vocal performance effective Fall semester 2008. This program has been approved by the institutional Board of Trustees on February 8, 2008.

#### **SECTION II: Program Description**

The Bachelor of Music Degree is the professional undergraduate degree in Music. Students enrolled in professional undergraduate degrees are expected to develop the knowledge, skills, and concepts essential to the professional musician. According to National Association of Schools of Music (NASM) guidelines, the professional musician must exhibit not only technical competence, but also broad knowledge of Music and Music literature, the ability to integrate musical knowledge and skills, sensitivity to musical styles, and an insight in intellectual and cultural life.

The Department of Music currently offers programs leading to a Bachelor of Arts (BA) in Performance and Bachelor of Science (BS) in Music Education. In 2006, the Music Department completed the re-accreditation process through the National Association of Schools of Music (NASM). According to the NASM report SUU's current BA degree lies somewhere between the liberal arts degree (BA) and the professional degree (BM). The Music Department has revised the curricular requirements for the BA degree in Music to comply with NASM standards and represent the liberal arts focus of the degree.

The core of the proposed BM degree will consist of courses currently offered in the BA degree. New courses in pedagogy, diction, music literature, and keyboard studies will be added to fulfill the requirements in each area of emphasis. The BM degree will require 120 credit hours to complete.

According to NASM, professional degree programs normally adhere to the following guidelines: Study in the major area of performance, including ensemble participation, pedagogy courses, independent study, and recitals should comprise 25-35 percent of the total program. Supportive courses in Music and general studies should each comprise 25-35 percent. Studies in the major area should comprise at least 65 percent of the curriculum. The proposed degree uses NASM standards to determine its curricular structure.

| Instrumental Emphasis     | Credits | Percent | Piano Emphasis            | Credits | Percent |
|---------------------------|---------|---------|---------------------------|---------|---------|
| General studies           | 41-42   | 34-35%  | General studies           | 37-38   | 31-32%  |
| Major Area of Performance | 39      | 33%     | Major Area of Performance | 44      | 37%     |
| Supportive Music Courses  | 39-40   | 32-33%  | Supportive Music Courses  | 38-39   | 31-32%  |
| Major and Supporting      | 78-79   | 65-66%  | Major and Supporting      | 78-79   | 68-69%  |
| Total:                    | 120     |         | Total:                    | 120     |         |
| Vocal Emphasis            |         |         |                           |         |         |
| General studies           | 37-38   | 31-32%  |                           |         |         |
| Major Area of Performance | 43      | 36%     |                           |         |         |
| Supportive Music Courses  | 39-40   | 32-33%  |                           |         |         |
| Major and Supporting      | 82-83   | 68-69%  |                           |         |         |
| Total:                    | 120     |         |                           |         |         |

#### **Purpose of Degree**

The Bachelor of Music Degree prepares students for professional careers in Music, as well as acceptance into Master of Music (MM) programs. The MM and Doctor of Musical Arts (DMA) have become the credentials that are most desirable for performance-oriented undergraduates and performance-oriented graduate schools. The Bachelor of Music degree best prepares students for these advanced degrees in Music.

As a professional degree, the addition of a Bachelor of Music will complement the current Music degrees offered at Southern Utah University.

#### **Institutional Readiness**

The SUU Music Department had its re-accreditation evaluation in the Fall of 2006. According to the accreditation report from NASM, the current BA degree in Music was essentially structured more toward the BM degree in content with the exception of a few classes that needed to be added to the curriculum. The addition of the Bachelor of Music Degree will have very little impact upon existing administrative structures which are adequate to support the proposed program.

#### Faculty

SUU's Music Department is comprised of nine full-time and nineteen adjunct faculty (Appendix C). The Music Department has hired several well-qualified adjunct instructors over the past two years to reduce the amount of overload teaching by the full-time faculty. There is a need to hire additional adjunct teachers in applied flute and applied saxophone. As enrollment increases, additional adjunct instructors may be necessary in applied instruction. A course fee structure is in place to fund these additional adjunct instructors.

Full-time faculty teaching loads will be reallocated to meet the demands of the new program. Full-time faculty will teach the proposed courses in literature, pedagogy, and diction on a rotating basis every other year. In response to the NASM 2006 reaccreditation report, the Music Department is

planning to add an additional full-time faculty with a doctoral degree in Music education in the near future. This additional faculty line will also help support the BM degree.

#### Staff

The Music Department currently employs a departmental secretary assisted by five part-time student office workers. There is no need for additional staff within the first five years.

#### **Library and Information Resources**

Current library resources include audio-visual media, books, periodicals, and scores, all sufficient for the Bachelor of Music degree. The Music Department has an annual budget allocation to increase library holdings. In addition to the five listening stations at the library media center, the University subscribes to an online listening library through NAXOS with a substantial catalog of music recordings.

#### **Admission Requirements**

Each student entering the Bachelor of Music Degree program must pass an entrance audition consisting of two contrasting prepared pieces. Instrumentalists are required to perform scales and sight read.

#### Student Advisement

Students in the Bachelor of Music Degree program will receive advisement from the advisor to the College of Performing and Visual Arts. In addition, student academic progress will be supervised on a regular basis by music faculty.

All music majors will be evaluated at the end of the sophomore year to determine whether they are meeting the requirements and professional expertise in their area of emphasis. At this point faculty will determine if students are prepared for advanced work.

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

The credit hour requirements for the Bachelor of Music Degree (120 credit hours) fall within the state guidelines for baccalaureate degrees.

#### **External Review and Accreditation**

The Bachelor of Arts Degree was reviewed by the National Association of Schools of Music (NASM) in 2006. The visitors' report indicated that the Bachelor of Arts Degree was nearing the requirements for the Bachelor of Music Degree with only a few additional courses needed in pedagogy and literature. The proposal for the BM degree includes the necessary courses as outlined by the NASM guidelines. No additional consultation was received; however, the proposed

course of study has been compared to Bachelor of Music Degrees offered at institutions both instate and out-of-state.

#### **Projected Enrollment:**

|                       | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|
| FTE Students          | 50        | 60        | 70        | 80        | 90        |
| FTE Faculty           | 3.79      | 3.79      | 3.79      | 3.79      | 3.79      |
| Student/Faculty Ratio | 13.19     | 15.83     | 18.47     | 21.11     | 23.75     |

#### **Expansion of Existing Program**

The Bachelor of Music Degree, while new, contains most of the core requirements that are currently offered as part of the Bachelor of Arts Degree in Music.

#### SECTION III: Need

#### **Program Need**

The Bachelor of Music Degree better prepares students for professional careers in Music and acceptance into Master of Music programs. The professional and educational goals of the students attracted to SUU are better served by the Bachelor of Music Degree.

#### **Labor Market Demand**

According to the Department of Labor, musicians, singers, and related workers held an estimated 249,000 jobs in 2004. Approximately 40 percent worked part time; almost half were self-employed. Competition for jobs is expected to be keen, and jobs will increase by nine to 17 percent, projected to 2014. Median hourly earnings of musicians and singers were \$17.85 in May 2004. The middle 50 percent earned between \$9.68 and \$30.75 per hour. The lowest 10 percent earned less than \$6.47, and the highest 10 percent earned more than \$53.59 per hour.

There is a demand for qualified private music teachers and well-trained performers. The Bachelor of Music Degree program will give graduates from SUU the skills they need to be accepted into competitive graduate programs and succeed in their professional music careers.

**Career Opportunities for Music Majors** 

| l                                  | I                                          |  |  |
|------------------------------------|--------------------------------------------|--|--|
| Architectural Acoustic Consultant  | Music Librarian                            |  |  |
| Artist & Repertoire (A&R) Person   | Music Promoter                             |  |  |
| Arts Administrator/ Manager        | Music Publishing Specialist                |  |  |
| Cantor/Soloist/Choir Member        | Music Software Programmer                  |  |  |
| Church/Synagogue Musician          | Music Store Manager/Owner                  |  |  |
| Commercial Singer for Agencies     | Music Stringer (Pickup Musician)           |  |  |
| Community Development Specialist   | Music Therapist                            |  |  |
| Composer/Arranger                  | Musical Booking Agent                      |  |  |
| Conductor                          | Musical Instrument Repairer                |  |  |
| Coordinator, Music Theory          | Musician                                   |  |  |
| Copywriter/Clearance Administrator | Orchestra Librarian                        |  |  |
| Customer Service Representative    | Private Music Teacher, Vocal, Instrumental |  |  |
| Disc Jockey                        | Professor                                  |  |  |
| Editor                             | Publicist                                  |  |  |
| Film Music Editor                  | Recording Technician/Engineer              |  |  |
| Human Resources Personnel          | Royalties Broadcast Monitor                |  |  |
| Journalist                         | Sales Representative                       |  |  |
| Librarian                          | Singer/Voice Teacher                       |  |  |
| Minister of Music                  | Singing Messenger                          |  |  |
| Music Copyist                      | Synthesizer Specialist                     |  |  |
| Music Critic                       | Wholesale Distributor                      |  |  |
| Music Educator                     | Writer/Composer                            |  |  |

#### **Student Demand**

Currently, SUU has 110 declared majors in music. SUU's students have expressed interest in the program and feel it will enhance their chances to remain competitive in the field. Currently, at least half of the Bachelor of Arts majors would prefer to obtain a Bachelor of Music Degree. Some have transfer out in order to go to a school that offered the BM degree.

There are currently 43 voice majors in the Music Department. Out of the 43, over 20 have expressed interest in obtaining the BM in Vocal Performance over a BA with an emphasis in voice performance. Out of 67 instrumental and piano students, 33 have expressed the desire to have a BM degree in Music. The BM will provide the best opportunity for students to succeed, and be accepted into the best graduate schools in the field of music.

According to NASM there were a total of 29,264 students who were enrolled in 415 BM degree accredited and other professional degree programs throughout the country. Some 6,497 of those students were working toward the BM degree in voice; 3,654 were working toward a BM degree in

keyboard studies; and 10,406 were working toward a BM degree in instrumental music. There were 2,480 students majoring in brass instruments; 3,235 in strings; 3,448 in woodwinds; and 1,243 in percussion.

#### Similar Programs

Currently, there is no institution south of Provo, Utah or north of Las Vegas, Nevada that offers the Bachelor of Music Degree. Three institutions in the Utah System of Higher Education offer the Bachelor of Music Degree: the University of Utah, Utah State, and Weber State University. According to the Board of Regents policy R312, both Weber State and Southern Utah University are considered Master's Colleges and Universities; The University of Utah and Utah State are considered Doctoral/Research Universities. The addition of the Bachelor of Music Degree at Southern Utah University would be consistent with its definition and mission as a Master's College and University.

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

As the BM degree is an outgrowth of the current BA degree, it should have little or no impact on other USHE institutions. Other USHE institutions have been contacted and no negative feedback has been received. Dr. Robert Walzel, Director of the School of Music at the University of Utah states, "... I believe this change is very good for your program."

#### Benefits

Southern Utah University and the USHE will benefit from the proposed professional degree in music in the Southern Utah region. As the population in Southern Utah continues to grow, the need for more advanced training and in-depth study in music will increase. The proposed program will fill a void in the southern portion of the state. Graduates from the proposed degree program may seek advanced study at other USHE institutions.

#### **Consistency with Institutional Mission**

Southern Utah University is a comprehensive, regional institution offering graduate, baccalaureate, associate, and technical programs. SUU is committed to providing an excellent education through a diverse, dynamic and personalized learning environment. The University educates students to be critical thinkers, effective communicators, lifelong learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions.

The BM degree in music fits completely with this mission and its description. This undergraduate program enjoys great interest. It will allow students from this region of the state to be competitive in graduate programs. The emphasis of the degree is to provide creative and trained professionals that will benefit the community, region, and state and contribute to the overall quality of life. Graduates of the Bachelor of Music Degree work in many capacities to broaden the cultural artistic community as performers and teachers.

The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels. The BM degree will allow SUU to better fulfill its mission to provide a broad program of liberal and professional education and to serve as a center for service and culture for the Southern Utah area.

This degree not only prepares students for professional careers in music, but also prepares them for acceptance into Master of Music programs. The MM and DMA degrees have become the most desirable for performance-oriented graduate schools.

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

#### **Program Assessment**

The goals of the Bachelor of Music program follow guidelines established by NASM:

- 1. Students must demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
- 2. Students are expected to have the ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.

Measures of assessment include: public performances, end-of-semester juries, Sophomore Assessment Gateway, weekly applied music lessons, and a junior and a senior recital. Each of these activities will offer faculty and students an opportunity to assess progress toward the above goals.

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

Essential Competencies as Prescribed by NASM:

A. Students must demonstrate achievement of professional, entry-level competence in the area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals which are evident in their work. Studies in the area of specialization must continue throughout the degree program.

Students at SUU must pass an entrance audition in order to get into the BM program which demonstrates their entry-level competence. They must also take a theory entrance examination to determine their competency in theory. All voice, piano, and instrumental majors must study applied studio lessons throughout the degree program as well as ensembles and other classes in music.

B. Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or presentation in the major area is recommended.

Students in the BM degree must do a half-recital in their junior year and a full senior recital in their senior year which demonstrates their competency in developing a body of work.

C. Students must have the capability to communicate musical ideas, concepts, and requirements to professionals and lay persons related to the practice of the major field. Such communication may involve musical, oral, written, and visual media.

Students in the BM degree will be enrolled in literature, diction (voice) classes, and pedagogy classes which will prepare them to be better able to communicate both orally and in writing the practice of the major field because of the requirements in those classes.

D. Students must have opportunities to build musicianship to an advanced level and to broaden knowledge of musical elements, structure, repertories, and concepts.

Students in the BM degree are required to take 4 semesters of music theory, 3 semesters of music history, 4 semesters of sight-singing and ear training, and form and analysis. Students are also required to be in performing ensembles. All of these classes build the musicianship of the students.

E. Comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest possible level: knowledge of applicable solo and ensemble literature; and orientation to and experience with the fundamentals of pedagogy.

In order to develop these capabilities, students in the BM degree in voice are required to take three semesters of diction and literature including English and Italian Diction and Literature, German Diction and Literature, and French Diction and Literature, and vocal pedagogy. Students in the instrumental area are required to take one semester of their applied instrument pedagogy and one semester of literature appropriate to their instrument. Students in the piano area are required to take piano literature and piano pedagogy.

F. Solo and ensemble performance in a variety of formal and informal settings. A senior recital is essential, and a junior recital is recommended by NASM.

Students will be required to perform regularly in studio classes, recitals, and concerts. The junior and senior recitals will be required of all students in the BM degree.

#### **SECTION V: Finance**

### Budget

| TOTAL COSTS FOR BACHELOR OF MUSIC PROGRAM FOR THE FIRST FIVE YEARS* |           |           |           |           |           |  |  |
|---------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|--|--|
|                                                                     | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |  |  |
| Students                                                            |           |           |           |           |           |  |  |
| Projected FTE Enrollment                                            | 15        | 20        | 25        | 30        | 30        |  |  |
| Cost per FTE                                                        | \$3,628   | \$3,495   | \$3,495   | \$3,495   | \$3,495   |  |  |
| Student/Faculty Ratio                                               | 7.5       | 10.0      | 12.5      | 15.0      | 15.0      |  |  |
| Projected Headcount                                                 | 15        | 20        | 25        | 30        | 30        |  |  |
|                                                                     |           |           |           |           |           |  |  |
| Projected Tuition                                                   |           |           |           |           |           |  |  |
| Gross Tuition                                                       | \$54,425  | \$69,900  | \$87,375  | \$104,859 | \$104,859 |  |  |
| Tuition to Program                                                  | \$26,212  | \$34,950  | \$43,688  | \$52,425  | \$52,425  |  |  |
|                                                                     |           |           |           |           |           |  |  |
| 5 Year Budget Projection                                            |           |           |           |           |           |  |  |
|                                                                     | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |  |  |
| Expense                                                             |           |           |           |           |           |  |  |
| Salaries & Wages                                                    | \$98,529  | \$101,697 | \$104,748 | \$107,890 | \$111,127 |  |  |
| Benefits                                                            | \$35,751  | \$36,611  | \$37,709  | \$38,840  | \$40,005  |  |  |
| Applied Adjuncts                                                    | \$56,580  | \$56,580  | \$56,580  | \$56,580  | \$56,580  |  |  |
| Total Personnel                                                     | \$190,860 | \$194,888 | \$199,037 | \$203,310 | \$207,712 |  |  |
| Current Expense                                                     | \$2,000   | \$2,000   | \$2,000   | \$2,000   | \$2,000   |  |  |
| Travel                                                              | \$2',000  | \$2,000   | \$2,000   | \$2,000   | \$2,000   |  |  |
| Capital                                                             | \$2,000   | \$2,000   | \$2,000   | \$2,000   | \$2,000   |  |  |
| Library Expense                                                     | \$2,000   | \$2,000   | \$2,000   | \$2,000   | \$2,000   |  |  |
| Total Expense                                                       | \$198,860 | \$202,888 | \$207,037 | \$211,310 | \$215,712 |  |  |
|                                                                     |           |           |           |           |           |  |  |
| Revenue                                                             |           |           |           |           |           |  |  |
| Legislative Appropriation                                           | 0         | 0         | 0         | 0         | 0         |  |  |
| Grants                                                              | 0         | 0         | 0         | 0         | 0         |  |  |
| Reallocation                                                        | \$190,860 | \$194,888 | \$199,037 | \$203,310 | \$207,712 |  |  |
| Tuition to Program                                                  | \$26,212  | \$34,950  | \$43688   | \$52,425  | \$52,425  |  |  |
| Fees                                                                | 0         | 0         | 0         | 0         | 0         |  |  |
| Total Revenue                                                       | \$217,072 | \$229,838 | \$242725  | \$255,735 | \$260,137 |  |  |
|                                                                     |           |           |           |           |           |  |  |
| Difference                                                          |           |           |           |           |           |  |  |
|                                                                     | \$18,212  | \$26,950  | \$35,688  | \$44,425  | \$44,425  |  |  |
|                                                                     |           |           |           |           |           |  |  |
| Comments                                                            |           |           |           |           |           |  |  |

<sup>\*</sup>Faculty base salary and benefits increased by 3% annually. Total includes full-time faculty and staff and adjuncts.
\*\*Tuition estimates based on 50% of undergraduate resident tuition of \$3,495
NOTE: Budget reflects reallocation of 2 FTE faculty positions.

#### **Funding Sources**

The BM degree will be funded through student tuition, applied lesson fees and the reallocation of resources made available through the revision of the BA degree and the elimination of the K-12 Emphasis in the BS in Music Education.

#### **Impact on Existing Budgets**

The new degree program will not have a negative impact on current programs or budgets within the Music Department. Many of the students who are currently enrolled in the BA degree program have already expressed an interest in changing to the BM degree. The reallocation of students from the BA to the BM program will make it possible to offer the new program without taking resources from existing programs. The core courses for the BM degree are currently offered in the BA degree.

## Appendix A: Program Curriculum

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

Most of these courses will be offered on a rotating basis every other year as needed.

|           | Course Number and Title                 | Credits |
|-----------|-----------------------------------------|---------|
| MUSC 1170 | Italian/English Diction and Literature  | 3       |
| MUSC 1620 | Introduction to Opera Production        | 2       |
| MUSC 2320 | Keyboard Collaborative Arts             | 2       |
| MUSC 2420 | Piano Literature/Performance History I  | 3       |
| MUSC 2430 | Piano Literature/Performance History II | 3       |
| MUSC 2670 | German Diction and Literature           | 3       |
| MUSC 2680 | French Diction and Literature           | 3       |
| MUSC 2710 | Instrumental Literature                 | 2       |
| MUSC 3450 | Piano Pedagogy I                        | 3       |
| MUSC 3460 | Piano Pedagogy II                       | 3       |
| MUSC 4510 | Instrumental Pedagogy                   | 2       |
| MUSC 4610 | Vocal Pedagogy for Singers              | 3       |
| MUSC 4620 | Vocal Pedagogy Seminar                  | 1       |

## **New Course Descriptions:**

**Italian/English Diction and Literature:** This course is designed to teach students the correct standardized pronunciation of English and Italian by utilizing the International Phonetic Alphabet. Students will learn pronunciation rules as well as study American, English, and Italian Art Song Literature.

**Introduction to Opera Production:** This course is designed to give students a broad base of understanding of opera including a brief overview of the history, basic acting techniques, stage terminology, and the basics for producing and directing a musical production and must be taken by voice majors prior to enrolling in MUSC 3370

**Keyboard Collaborative Arts:** Applied lessons in collaborative piano techniques for vocal and instrumental accompanying, chamber music and piano ensemble, in repertory chosen from different styles.

**Piano Literature and Performance History I and II** The course will cover piano repertory in historical order, as well as corresponding recordings of famous concert artists. Various interpretation/performance issues will be addressed.

**German Diction and Literature:** This course is designed to teach students the correct standardized singing pronunciation of German by utilizing the International Phonetic Alphabet. Students will learn pronunciation rules as well as study German Art Song Literature.

## **New Course Descriptions:**

**French Diction and Literature:** This course is designed to teach students the correct standardized singing pronunciation of French by utilizing the International Phonetic Alphabet. Students will learn pronunciation rules as well as study French Art Song Literature.

**Instrumental Literature:** An upper-division class designed to increase student knowledge in the literature available for their instrument. The course will explore solo and chamber music and excerpts from orchestral literature.

**Piano Pedagogy I and II:** The students will study piano pedagogy, survey various methods of teaching and their practical applications, as well as historical approaches to teaching of famous piano pedagogues.

**Instrumental Pedagogy:** An upper division class designed to increase student knowledge of instrumental music teaching methodologies. This course will explore tone production, posture, breathing, articulation, bowing, sticking, as well as current published methods and materials.

**Vocal Pedagogy for Singers** Vocal Pedagogy is an upper division class designed to increase student knowledge of the vocal mechanism and teaching methodologies. This course will explore the anatomy and physiology of the singing voice including vocal sound, posture, breathing, phonation, resonation, articulation, registration, and coordination.

**Vocal Pedagogy Seminar** This capstone project is designed as a practical application of the principals learned in Vocal Pedagogy for Singers.

## **All Program Courses:**

|                   | Bachelor of Music Degree                                                 |         |  |
|-------------------|--------------------------------------------------------------------------|---------|--|
| General Education | on Core                                                                  | 37-38   |  |
|                   | Course Number and Title                                                  | Credits |  |
| Core Course Rec   | uirements                                                                | 17-18   |  |
| ENGL 1010         | Introduction to Academic Writing                                         | 3       |  |
| ENGL 2010         | Intermediate Writing: Selected Topics                                    | 3       |  |
| LM 1010           | Information Literacy (co-requisite UNIV 1000)                            | 1       |  |
| UNIV 1000         | First Year Seminar (co-requisite LM 1010)                                | 1       |  |
| CSIS 1000         | CSIS 1000 Intro to Computers Apps and the Internet                       |         |  |
|                   | American Institutions Requirement (I)                                    | 3       |  |
|                   | Quantitative Literacy Requirement I                                      | 3-4     |  |
| Knowledge Area    | s Requirements                                                           | 20      |  |
| MUSC 1010         | Introduction to Music (Fine Arts Gen Ed.)                                | 3       |  |
| PVA 1040          | Arts Retrospective (Interdisciplinary Gen. Ed.)                          | 3       |  |
|                   | Humanities (H) select one from the following languages: French or German | 4       |  |

|                  | FREN 1010, FREN 1020, FREN 2010, FREN 2020             |    |
|------------------|--------------------------------------------------------|----|
|                  | GERM 1010, GERM 1020, GERM 2010, GERM 2020             |    |
|                  | Social and Behavioral Sciences (S)                     | 3  |
|                  | Life Science (L)                                       | 3  |
|                  | Physical Science (P)                                   | 4  |
| Music Core Requi | irements (43)                                          | 43 |
| MUSC 0990        | Recital Attendance (eight semesters of SUU attendance) | 0  |
| MUSC 1410        | Applied Music                                          | 4  |
| MUSC 1110        | Music Theory I                                         | 3  |
| MUSC 1120        | Music Theory II                                        | 3  |
| MUSC 1130        | Aural Skills I                                         | 1  |
| MUSC 1140        | Aural Skills II                                        | 1  |
| MUSC 2110        | Music Theory III                                       | 3  |
| MUSC 2120        | Music Theory IV                                        | 3  |
| MUSC 2130        | Aural Skills III                                       | 1  |
| MUSC 2140        | Aural Skills IV                                        | 1  |
| MUSC 2350        | Basic Conducting                                       | 2  |
| MUSC 2410        | Applied Music                                          | 4  |
| MUSC 3070        | Form and Analysis                                      | 3  |
| MUSC 3410        | Applied Music                                          | 4  |
| MUSC 3500        | Music History I                                        | 3  |
| MUSC 3510        | Music History II                                       | 3  |
| MUSC 3800        | Junior Recital                                         | 0  |
| MUSC 4410        | Applied Music                                          | 4  |
| MUSC 4800        | Senior Recital                                         | 0  |

## Other Requirements:

- (1) Music Theory: Students must be enrolled concurrently in Music Theory and Aural Skills classes.
- (2) Piano Proficiency: Students must pass a piano proficiency exam. MUSC 1150 & 1160 may be taken to assist in preparation for the exam.
- (3) Junior/Senior Recitals: the B.M. Degree requires a junior year half recital and a senior year full recital. Students must enroll in applied music each semester until the recital requirement is met.
- (4) In order to move to upper level study (3410) the student must pass the Sophomore Assessment Gateway (SAG).
- (5) All music majors must take Introduction to Music, (MUSC 1010) as a prerequisite for MUSC 3500 and MUSC 3510. MUSC 1010 may be used to fulfill the Fine Arts Gen. Ed. requirement.
- (6) To fulfill graduation requirements, all zero credit courses must appear on the transcript.
- (7) Music Student Handbook: Each major or minor in music will be issued a handbook and are responsible for the information contained therein.

(8) Foreign language requirement: four semesters of a foreign language are required for the BM degree in voice; two semesters of a foreign language are required for the BM degree in Instrumental music; one semester is required for the BM degree in piano performance.

The foreign language requirement may be distributed among French and/ or German.

| Bachelor of Music - Ins | strumental Emphasis                                                            | 39-40         |  |  |  |  |  |
|-------------------------|--------------------------------------------------------------------------------|---------------|--|--|--|--|--|
| MUSC 2710               | Applied Instrumental Literature                                                | 2             |  |  |  |  |  |
| MUSC 4060               | MUSC 4060 Orchestration and Arranging                                          |               |  |  |  |  |  |
| MUSC 4510               | 2                                                                              |               |  |  |  |  |  |
| Small Ensemble Requ     | irement-chosen from the following (8 credit hours)                             | 8             |  |  |  |  |  |
| MUSC 3210               | Brass Ensemble (1)                                                             |               |  |  |  |  |  |
| MUSC 3220               | Woodwind Ensemble (1)                                                          |               |  |  |  |  |  |
| MUSC 3230               | String Ensemble (1)                                                            |               |  |  |  |  |  |
| MUSC 3240               | Percussion Ensemble (1)                                                        |               |  |  |  |  |  |
| MUSC 3330               | Jazz Ensemble (1)                                                              |               |  |  |  |  |  |
| Major Ensemble Requ     | irement-chosen from the following (8 credit hours)                             | 8             |  |  |  |  |  |
| MUSC 3320               | Band (1)                                                                       |               |  |  |  |  |  |
| MUSC 3380               | Orchestra (1)                                                                  |               |  |  |  |  |  |
| Foreign Language Red    | quirement                                                                      | 8             |  |  |  |  |  |
| Two semesters (8 cred   | dits) of a foreign language is required. The foreign requirement may be distr  | ributed among |  |  |  |  |  |
| French and/ or Germa    | n. 4 Credit hours of the foreign language may fulfill the university humanitie | s GE          |  |  |  |  |  |
| requirement             |                                                                                |               |  |  |  |  |  |
| Music Electives         |                                                                                |               |  |  |  |  |  |
|                         |                                                                                |               |  |  |  |  |  |
|                         | Total Credits B.M. Instrumental Emphasis                                       | 120           |  |  |  |  |  |

| Bachelor of Music - \                            | 39-40                                                                          |             |  |  |  |  |
|--------------------------------------------------|--------------------------------------------------------------------------------|-------------|--|--|--|--|
| MUSC 1170 Italian/English Diction and Literature |                                                                                |             |  |  |  |  |
| MUSC 1620 Introduction to Opera Production       |                                                                                |             |  |  |  |  |
| MUSC 2670                                        | German Diction and Literature                                                  | 3           |  |  |  |  |
| MUSC 2680                                        | French Diction and Literature                                                  | 3           |  |  |  |  |
| MUSC 3370                                        | Opera/Musical Theater                                                          | 4           |  |  |  |  |
| MUSC 4610                                        | Vocal Pedagogy for Singers                                                     | 3           |  |  |  |  |
| MUSC 4620 Vocal Pedagogy Seminar                 |                                                                                |             |  |  |  |  |
| Foreign Language R                               | Foreign Language Requirement 16                                                |             |  |  |  |  |
| Four semesters (16                               | credits) of a foreign language is required. The foreign requirement may be     | distributed |  |  |  |  |
| among                                            |                                                                                |             |  |  |  |  |
| French and/ or Germ                              | nan. 4 Credit hours of the foreign language may fulfill the university humanit | ties GE     |  |  |  |  |
| requirement                                      |                                                                                |             |  |  |  |  |
| Major Ensemble Red                               | quirement-chosen from the following (8 credit hours)                           | 8           |  |  |  |  |
| MUSC 3360                                        | Concert Choir (1)                                                              |             |  |  |  |  |
| Music Electives                                  |                                                                                |             |  |  |  |  |
|                                                  | Total Credits B.M. Vocal Emphasis                                              | 120         |  |  |  |  |
|                                                  |                                                                                |             |  |  |  |  |

| Bachelor of Music - Pia | ano Emphasis                                                                | 39-40   |  |  |  |  |
|-------------------------|-----------------------------------------------------------------------------|---------|--|--|--|--|
| MUSC 2420               | Piano Literature/Performance History I                                      | 3       |  |  |  |  |
| MUSC 2430               | Piano Literature/Performance History II                                     |         |  |  |  |  |
| MUSC 3450               | Piano Pedagogy I                                                            | 3       |  |  |  |  |
| MUSC 3460               | 3                                                                           |         |  |  |  |  |
|                         | Major Ensemble Requirement-chosen from the following (8 credit hours)       |         |  |  |  |  |
| MUSC 3320               | Band (1)                                                                    |         |  |  |  |  |
| MUSC 3360               | Concert Choir (1)                                                           |         |  |  |  |  |
| MUSC 3380               | Orchestra (1)                                                               |         |  |  |  |  |
| Other Requirements      |                                                                             | 8       |  |  |  |  |
| MUSC 2320               | Keyboard Collaborative Arts – 4 sections (see details below)                |         |  |  |  |  |
|                         | Section I - vocal accompanying for pianists (2 credit hours)                |         |  |  |  |  |
|                         | Section II - instrumental accompanying (duo) for pianists (2 credit         |         |  |  |  |  |
|                         | hours)                                                                      |         |  |  |  |  |
|                         | Section III - piano ensemble (piano duo) (2 credit hours)                   |         |  |  |  |  |
|                         | Section IV - chamber music with piano (3 or more performers) (2             |         |  |  |  |  |
|                         | credit hours)                                                               |         |  |  |  |  |
|                         | each section to fulfill degree requirements. Each section will be offered e |         |  |  |  |  |
|                         | must complete 2 semesters/4credits of MUSC 1410 (applied piano lesso        | ns).    |  |  |  |  |
| Foreign Language Rec    |                                                                             | 4       |  |  |  |  |
| ,                       | ts) of a foreign language is required. The foreign requirement may be dis   | •       |  |  |  |  |
|                         | n. 4 Credit hours of the foreign language may fulfill the university humani | ties GE |  |  |  |  |
| requirement             |                                                                             |         |  |  |  |  |
| Music Electives         |                                                                             | 11-12   |  |  |  |  |
|                         | Total Credits B.M. Piano Emphasis                                           | 120     |  |  |  |  |

## Appendix B: Program Schedules

|                   | Bachelor of Mu               | sia: V | oico D | orformanco   |                                                  |    |
|-------------------|------------------------------|--------|--------|--------------|--------------------------------------------------|----|
| FRESHMAN          | Bachelor of Mus              | SIC. V | oice P | eriormance   |                                                  |    |
| FALL              |                              |        |        | SPRING       |                                                  |    |
| I ALL             |                              |        |        | MUSC         |                                                  |    |
| MUSC 0990         | Recital Attendance           | 0      |        | 0990         | Recital Attendance                               | 0  |
| 10000 0990        | Hechai Allendance            | U      |        | MUSC         | Hediai Allendance                                | U  |
| MUSC 1110         | Music Theory I               | 3      |        | 1120         | Music Theory II                                  | 3  |
| WOSC 1110         | Music Theory I               | J      |        | MUSC         | Music Theory II                                  | J  |
| MUSC 1130         | Aural Skills I               | 1      |        |              | Aural Skills II                                  | 4  |
| WOSC 1130         | Aurai Skilis I               | I      |        | 1140<br>MUSC | Aurai Skilis II                                  | 1  |
| MUCC 1410         | Applied Voice                | 0      |        |              | Applied Voice                                    | 0  |
| MUSC 1410         | Applied Voice                | 2      |        | 1410         | Applied Voice                                    | 2  |
| MUCC 0000         | Canacat Chair                | 4      |        | MUSC         | Internal continue to Maria                       | 0  |
| MUSC 3360         | Concert Choir                | 1      |        | 1010         | Introduction to Music                            | 3  |
|                   |                              |        |        | MUSC         |                                                  |    |
| MUSC 1170         | Ital. /Eng. Diction and Lit. | 3      |        | 3360         | Concert Choir                                    | 1  |
|                   |                              |        |        | MUSC         |                                                  | _  |
| LM 1010           | Information Literacy         | 1      |        | 1620         | Intro. To Opera Production                       | 2  |
| UNIV 1000         | First Year Seminar           | 1      |        | General Edu  | cation / Music Electives                         | 3  |
| General Education | n / Music Electives          | 3      |        |              |                                                  |    |
|                   | Total:                       | 15     |        |              | Total:                                           | 15 |
| SOPHOMORE         |                              |        |        |              |                                                  |    |
| FALL              |                              |        |        | SPRING       |                                                  |    |
|                   |                              |        |        | MUSC         |                                                  |    |
| MUSC 0990         | Recital Attendance           | 0      |        | 0990         | Recital Attendance                               | 0  |
|                   |                              |        |        | MUSC         |                                                  |    |
| MUSC 2110         | Music Theory III             | 3      |        | 2120         | Music Theory IV                                  | 3  |
|                   | <b>,</b>                     | •      |        | MUSC         |                                                  |    |
| MUSC 2130         | Aural Skills III             | 1      |        | 2140         | Aural Skills IV                                  | 1  |
|                   |                              | •      |        | MUSC         | 7.3.3.                                           | •  |
| MUSC 2410         | Applied Voice                | 2      |        | 2410         | Applied Voice                                    | 2  |
| 10000 2110        | Applied Voide                | _      |        | MUSC         | Applied Voice                                    | _  |
| MUSC 2350         | Fundamentals of Conducting   | 2      |        | 2670         | German Diction and Lit.                          | 3  |
| MUSC 3360         | Concert Choir                | 1      |        | 2070         | (offered every other year)                       | 3  |
| 10000 0000        | Concert Chon                 | 1      |        | MUSC         | (Onered every other year)                        |    |
| Foreign Languag   | je: German or French         | 4      |        | 3360         | Concert Choir                                    | 4  |
|                   | n / Music Electives          | 2      |        |              |                                                  | 1  |
| General Education | 1 / Wusic Electives          | 2      |        |              | guage: German or French cation / Music Electives | 4  |
|                   | Tatal                        | 45     |        | General Edu  |                                                  | 1  |
| IIINIOD           | Total:                       | 15     |        |              | Total:                                           | 15 |
| JUNIOR            |                              |        |        | CDDING       |                                                  |    |
| FALL              |                              |        |        | SPRING       |                                                  |    |
| MI 100 0000       | Desited Assessed             | ^      |        | MUSC         | Desiral Attack                                   | _  |
| MUSC 0990         | Recital Attendance           | 0      |        | 0990         | Recital Attendance                               | 0  |
|                   |                              | _      |        | MUSC         |                                                  |    |
| MUSC 3500         | Music History I              | 3      |        | 3510         | Music History II                                 | 3  |
|                   |                              |        |        | MUSC         |                                                  |    |
| MUSC 3410         | Applied Voice                | 2      |        | 3410         | Applied Voice                                    | 2  |
| MUSC 3370         | Opera/Musical Theater        | 2      |        | MUSC         | Opera/Musical Theater                            | 2  |

|                   |                            |    | 3370<br>MUSC                           |
|-------------------|----------------------------|----|----------------------------------------|
| MUSC 3070         | Form and Analysis          | 3  | 3800 Junior Recital 0                  |
|                   | •                          |    | MUSC                                   |
| MUSC 3360         | Concert Choir              | 1  | 2680 French Diction and Lit. 3         |
| Foreign Langua    | ge: German or French       | 4  | (offered every other year)             |
|                   |                            |    | MUSC                                   |
| General Education | on / Music Electives       | 0  | 3360 Concert Choir 1                   |
|                   |                            |    | Foreign Language: German or French 4   |
|                   |                            |    | General Education / Music Electives 0  |
|                   | Total:                     | 15 | Total: 15                              |
| SENIOR            |                            |    |                                        |
| FALL              |                            |    | SPRING                                 |
|                   |                            |    | MUSC                                   |
| MUSC 0990         | Recital Attendance         | 0  | 4410 Applied Voice 2                   |
|                   |                            |    | MUSC                                   |
| MUSC 4410         | Applied Voice              | 2  | 4620 Vocal Pedagogy Seminar 1          |
| MUSC 4610         | Vocal Pedagogy             | 3  | (offered every other year)             |
|                   |                            |    | MUSC                                   |
|                   | (offered every other year) |    | 4800 Senior Recital 0                  |
|                   |                            |    | MUSC                                   |
| MUSC 3360         | Concert Choir              | 1  | 3360 Concert Choir 1                   |
| General Education | on / Music Electives       | 9  | General Education / Music Electives 11 |
|                   | Total:                     | 15 | Total: 15                              |

|                   | Bachelor of Music: Instrumental Performance |    |  |                 |                            |    |
|-------------------|---------------------------------------------|----|--|-----------------|----------------------------|----|
| FRESHMAN          |                                             |    |  |                 |                            |    |
| FALL              |                                             |    |  | SPRING          |                            |    |
| MUSC 0990         | Recital Attendance                          | 0  |  | MUSC 0990       | Recital Attendance         | 0  |
| MUSC 1110         | Music Theory I                              | 3  |  | MUSC 1120       | Music Theory II            | 3  |
| MUSC 1130         | Aural Skills I                              | 1  |  | MUSC 1140       | Aural Skills II            | 1  |
| MUSC 1410         | Applied Instrument                          | 2  |  | MUSC 1410       | Applied Instrument         | 2  |
| MUSC 3320,        |                                             |    |  |                 |                            |    |
| 3380              | Band or Orchestra                           | 1  |  | MUSC 1010       | Introduction to Music      | 3  |
|                   | Small Ensembles                             | 1  |  |                 | Small Ensembles            | 1  |
| LM 1010           | Information Literacy                        | 1  |  | MUSC 1620       | Intro. To Opera Production | 2  |
| UNIV 1000         | First Year Seminar                          | 1  |  | General Educati | on / Music Electives       | 3  |
| General Education | on / Music Electives                        | 5  |  |                 |                            |    |
|                   | Total:                                      | 15 |  |                 | Total:                     | 15 |
| SOPHOMORE         |                                             |    |  |                 |                            |    |
| FALL              |                                             |    |  | SPRING          |                            |    |
| MUSC 0990         | Recital Attendance                          | 0  |  | MUSC 0990       | Recital Attendance         | 0  |
| MUSC 2110         | Music Theory III                            | 3  |  | MUSC 2120       | Music Theory IV            | 3  |
| MUSC 2130         | Aural Skills III                            | 1  |  | MUSC 2140       | Aural Skills IV            | 1  |
| MUSC 2410         | Applied Instrument                          | 2  |  | MUSC 2410       | Applied Instrument         | 2  |
|                   |                                             |    |  | MUSC 3320,      |                            |    |
| MUSC 2350         | Fundamentals of Conducting                  | 2  |  | 3380            | Band or Orchestra          | 1  |
| MUSC 3320,        |                                             |    |  |                 |                            |    |
| 3380              | Band or Orchestra                           | 1  |  |                 | Small Ensembles            | 1  |
| 1                 | Small Ensembles                             | 1  |  | Foreign Langua  | age: German or French      | 4  |

| Foreign Language: German or French General Education / Music Electives |                                 | 4  | General Educat                      | ion / Music Electives                               | 3  |
|------------------------------------------------------------------------|---------------------------------|----|-------------------------------------|-----------------------------------------------------|----|
| General Educati                                                        | Total:                          | 15 |                                     | Total:                                              | 15 |
| JUNIOR                                                                 | 10001                           |    |                                     | . Otali                                             |    |
| FALL                                                                   |                                 |    | SPRING                              |                                                     |    |
| MUSC 0990                                                              | Recital Attendance              | 0  | MUSC 0990                           | Recital Attendance                                  | 0  |
| MUSC 3500                                                              | Music History I                 | 3  | MUSC 3510                           | Music History II                                    | 3  |
| MUSC 3410                                                              | Applied Instrument              | 2  | MUSC 3410                           | Applied Instrument                                  | 2  |
| MUSC 3070<br>MUSC 3320,                                                | Form and Analysis               | 3  | MUSC 4060                           | Orchestration and Arranging                         | 3  |
| 3380                                                                   | Band or Orchestra               | 1  | MUSC 3800                           | Junior Recital<br>Instrumental Literature (Perc. Or | 0  |
|                                                                        | Small Ensembles                 | 1  | MUSC 2710                           | W.W.)                                               | 2  |
|                                                                        | Instrumental Literature (Brass, |    |                                     | ,                                                   |    |
| MUSC 2710                                                              | Strings)                        | 2  | (offered every of MUSC 3320,        | ther year)                                          |    |
| (offered every of                                                      | ther year)                      |    | 3380                                | Band or Orchestra                                   | 1  |
|                                                                        | ion / Music Electives           | 3  |                                     | Small Ensembles                                     | 1  |
|                                                                        |                                 |    | General Education / Music Electives |                                                     | 3  |
|                                                                        | Total:                          | 15 |                                     | Total:                                              | 15 |
| SENIOR                                                                 |                                 |    |                                     |                                                     |    |
| FALL                                                                   |                                 |    | SPRING                              |                                                     |    |
| MUSC 0990                                                              | Recital Attendance              | 0  | MUSC 4410                           | Applied Instrument                                  | 2  |
| MUSC 4410                                                              | Applied Instrument              | 2  | MUSC 4800<br>MUSC 3320,             | Senior Recital                                      | 0  |
| MUSC 4510                                                              | Instrumental Pedagogy           | 2  | 3380                                | Band or Orchestra                                   | 1  |
|                                                                        | (offered every other year)      |    |                                     | Small Ensembles                                     | 1  |
| MUSC 3320,                                                             | • • • •                         |    |                                     |                                                     |    |
| 3380                                                                   | Band or Orchestra               | 1  |                                     |                                                     |    |
|                                                                        | Small Ensembles                 | 1  | General Educat                      | ion / Music Electives                               | 11 |
| General Educati                                                        | ion / Music Electives           | 9  |                                     |                                                     |    |
|                                                                        | Total:                          | 15 |                                     | Total:                                              | 15 |

|                       | Bachelor of Music: Piano Performance |    |  |                       |                        |    |  |
|-----------------------|--------------------------------------|----|--|-----------------------|------------------------|----|--|
| FRESHMAN              |                                      |    |  |                       |                        |    |  |
| FALL                  |                                      |    |  | SPRING                |                        |    |  |
| MUSC 0990             | Recital Attendance                   | 0  |  | MUSC 0990             | Recital Attendance     | 0  |  |
| MUSC 1110             | Music Theory I                       | 3  |  | MUSC 1120             | Music Theory II        | 3  |  |
| MUSC 1130             | Aural Skills I                       | 1  |  | MUSC 1140             | Aural Skills II        | 1  |  |
| MUSC 1410             | Applied Piano                        | 2  |  | MUSC 1410             | Applied Piano          | 2  |  |
| MUSC 3320, 60, 80     | Band, Choir, Orchestra               | 1  |  | MUSC 1010             | Introduction to Music  | 3  |  |
|                       |                                      |    |  | MUSC 3320, 60, 80     | Band, Choir, Orchestra | 1  |  |
| LM 1010               | Information Literacy                 | 1  |  |                       |                        |    |  |
| UNIV 1000             | First Year Seminar                   | 1  |  | General Education / M | fusic Electives        | 5  |  |
| General Education / N | Music Electives                      | 6  |  |                       |                        |    |  |
|                       | Total:                               | 15 |  |                       | Total:                 | 15 |  |
| SOPHOMORE             |                                      |    |  |                       |                        |    |  |
| FALL                  | •                                    |    |  | SPRING                |                        |    |  |
| MUSC 0990             | Recital Attendance                   | 0  |  | MUSC 0990             | Recital Attendance     | 0  |  |

| MUSC 2110<br>MUSC 2130<br>MUSC 2410<br>MUSC 2350 | Music Theory III Aural Skills III Applied Piano   | 3<br>1<br>2<br>2 | MUSC 2120<br>MUSC 2140<br>MUSC 2410<br>MUSC 3320, 60, 80 | Music Theory IV Aural Skills IV Applied Piano   | 3<br>1<br>2 |
|--------------------------------------------------|---------------------------------------------------|------------------|----------------------------------------------------------|-------------------------------------------------|-------------|
| MUSC 3320, 60, 80                                | Fundamentals of Conducting Band, Choir, Orchestra | 1                | MUSC 2430                                                | Band, Choir, Orchestra<br>Piano Lit./History II | 3           |
| MUSC 2420                                        | Piano Lit./History I                              | 3                | (offered every other ye                                  | ,                                               | 3           |
| (offered every other ye                          | •                                                 | · ·              | MUSC 2320                                                | Keyboard Collaborative Arts                     | 2           |
| MUSC 2320                                        | Keyboard Collaborative Arts                       | 2                | General Education / N                                    |                                                 | 3           |
| General Education / M                            |                                                   | 1                | Gonoral Education / N                                    | Idolo Elocavoo                                  | J           |
| Gonoral Education / II                           | Total:                                            | 15               |                                                          | Total:                                          | 15          |
| JUNIOR                                           |                                                   |                  |                                                          |                                                 |             |
| FALL                                             |                                                   |                  | SPRING                                                   |                                                 |             |
| MUSC 0990                                        | Recital Attendance                                | 0                | MUSC 0990                                                | Recital Attendance                              | 0           |
| MUSC 3500                                        | Music History I                                   | 3                | MUSC 3510                                                | Music History II                                | 3           |
| MUSC 3410                                        | Applied Piano                                     | 2                | MUSC 3410                                                | Applied Piano                                   | 2           |
| MUSC 3450                                        | Piano Pedagogy I                                  | 3                | MUSC 3800                                                | Junior Recital                                  | 0           |
| (offered every other ye                          | ear)                                              |                  | MUSC 3460                                                | Piano Pedagogy II                               | 3           |
| MUSC 3320, 60, 80                                | Band, Choir, Orchestra                            | 1                | (offered every other year)                               |                                                 |             |
| MUSC 2320                                        | Keyboard Collaborative Arts                       | 2                | MUSC 3320, 60, 80                                        | Band, Choir, Orchestra                          | 1           |
| Foreign Language: 0                              | German or French                                  | 4                | MUSC 2320                                                | Keyboard Collaborative Arts                     | 2           |
| General Education / M                            | lusic Electives                                   | 0                | General Education / N                                    | fusic Electives                                 | 4           |
|                                                  | Total:                                            | 15               |                                                          | Total:                                          | 15          |
| SENIOR                                           |                                                   |                  |                                                          |                                                 |             |
| FALL                                             |                                                   |                  | SPRING                                                   |                                                 |             |
| MUSC 0990                                        | Recital Attendance                                | 0                | MUSC 4410                                                | Applied Piano                                   | 2           |
| MUSC 4410                                        | Applied Piano                                     | 2                | MUSC 4800                                                | Senior Recital                                  | 0           |
| MUSC 3070                                        | Form and Analysis                                 | 3                | MUSC 3320, 60, 80                                        |                                                 | 1           |
| MUSC 3320, 60, 80                                | Band, Choir, Orchestra                            | 1                | General Education / N                                    | fusic Electives                                 | 12          |
| General Education / M                            | lusic Electives                                   | 9                |                                                          |                                                 |             |
|                                                  | Total:                                            | 15               |                                                          | Total:                                          | 15          |

**Appendix C: Faculty Profiles** 

| Full-Time Faculty               | Highest Degree Earned                   | Institution                                 | Area of Specialty                       |
|---------------------------------|-----------------------------------------|---------------------------------------------|-----------------------------------------|
| Keith Bradshaw                  | Ph.D. Composition                       | University of Minnesota                     | Theory, Composition                     |
|                                 |                                         | University of Southern                      |                                         |
| Kirill Gliadkovsky              | DMA Piano Performance                   | California                                  | Piano, Music history                    |
| Lawrence Johnson                | DMA Voice Performance (ABD)             | Northwestern University                     | Voice, Opera                            |
| Carol Ann Modesitt              | M.M. Voice                              | Eastern Kentucky University                 | Voice, Opera                            |
|                                 |                                         |                                             | Percussion, American                    |
| Patrick Roulet                  | DMA Percussion Performance              | University of Washington                    | Music                                   |
| O Ot Dia                        | DMA Observation                         | University of Missouri Kansas               | Vaina Ohanal                            |
| Grace St. Pierre                | DMA Choral Conducting                   | City Conservatory of Music                  | Voice, Choral                           |
| Mark Stickney                   | DMA Wind Conducting                     | Rutgers, The State University of New Jersey | Band, Low Brass                         |
| I Wark Suckiney                 | DIVIA WING Conducting                   | of New Jersey                               | Double Reeds, Theory,                   |
| Virginia Stitt                  | DMA Woodwinds                           | University of Iowa – Iowa City              | Music Education                         |
| Virginia Otti                   | Ed.D.C.T. Music Education               | Teachers College - Columbia                 | Wasie Eadealion                         |
| Xun Sun                         | (ABD)                                   | University                                  | Violin, Orchestra                       |
| Adii Gaii                       | (188)                                   | Childrenty                                  | Violiti, Oronootia                      |
| Part-Time/Adjunct               |                                         |                                             |                                         |
| <u>Faculty</u>                  | Highest Degree Earned                   | <u>Institution</u>                          | Area of Specialty                       |
| LeGrand Andersen                | Ph.D. Choral Music                      | University of Utah                          | Piano, Theory                           |
|                                 | B.M. Piano Performance &                |                                             |                                         |
| Tracey Bradshaw                 | Pedagogy                                | Brigham Young University                    | Piano                                   |
| LuAnn Brown                     | Bachelor of Arts                        | Southern Utah State College                 | Violin                                  |
| D 11 01 1 11                    | 54444                                   | University of Michigan - Ann                |                                         |
| Ruth Christiansen               | DMA Vocal Performance                   | Arbor                                       | Voice                                   |
| Anna Oli a dilanca lanca        | Postgraduate Diploma (DMA               | Russian Academy of Music                    | Diama                                   |
| Anna Gliadkovskaya              | equiv.) Piano Performance               | after Gnessins, Moscow                      | Piano                                   |
| Carob Cuttonhara                | M.M. Charal Canduating                  | University of Michigan - Ann<br>Arbor       | Voice Charol                            |
| Sarah Guttenberg Jackie Jackson | M.M. Choral Conducting Masters in Music | Alboi                                       | Voice, Choral<br>Voice, Music Education |
| Jackie Jackson                  | M.M. Musicology and Music               |                                             | Music History, Voice,                   |
| Nathaniel Johnson               | Criticism                               | University of California - Davis            | Choral                                  |
| Gregory Johnston                | M.Ed. Secondary Education               | Utah State University                       | Clarinet                                |
| Susan Linder                    | Masters in Counseling                   | Phillips Graduate Institute                 | French Horn                             |
| Joel Neves                      | DMA Orchestral Conducting               | Arizona State University                    | Orchestra, Jazz                         |
| Lara Neves                      | B.M. Vocal Performance                  | Brigham Young University                    | Voice                                   |
|                                 | M.M. Piano Accompaniment                |                                             |                                         |
| Rachel Roulet                   | and Vocal Coaching                      | New England Conservatory                    | Piano, Collaborative Arts               |
|                                 | Professional Music                      | ,                                           | ,                                       |
| S. McKay Tebbs                  | Baccalaureate                           | Berklee College of Music                    | Guitar                                  |
| Darrin Thomas                   | Master of Music                         | Yale University                             | Trumpet                                 |
| Joseph Wolfley                  | Master of Music                         | Northwestern University                     | Music History                           |
|                                 |                                         | University of Missouri Kansas               |                                         |
| Ling Yu                         | M.M. Viola Performance                  | City Conservatory of Music                  | Viola                                   |

## **Faculty Resumes**

## Keith M. Bradshaw

Department Chair, Music Theory, Composition Southern Utah University Department of Music

#### **EDUCATION:**

Ph.D. (1995) UNIVERSITY OF MINNESOTA Minneapolis, MN

SCHOOL OF MUSIC Major: Composition

Dissertation: Symphony #1, Lloyd Ultan and Alex Lubet, advisors.

M.M. (1990) BRIGHAM YOUNG UNIVERSITY

Provo,

UT

Major: Composition

Thesis: Illusions, for Chamber Orchestra, Michael Hicks, advisor.

B.M. (1986) BRIGHAM YOUNG UNIVERSITY

Major: Composition/Theory

Primary instructor: Merrill Bradshaw.

#### ADMINISTRATIVE DUTIES:

SOUTHERN UTAH UNIVERSITY

2006- Chair, Music Department

SOUTHERN VIRGINIA UNIVERSITY 2001-2004 Chair,

Division of Arts

1998-2006 Program Coordinator for Music

1998-2001 Program Coordinator for the Performing Arts 2002-2004 Chair, Planning and Review Committee

Additional Committee Assignments:

Academic Affairs Council

Planning and Review Committee

Curriculum Committee Policy Committee

Homecoming Committee

Facilities Planning Committee Faculty Representative

Honors Council Faculty Representative

Faculty Evaluation Committee

Study Abroad Committee
Development Committee
Faculty Advising Committee
University Grant Committee

Various Search Committees for Faculty Positions

## **TEACHING EXPERIENCE:**

2006- Southern Utah University, Utah Associate Professor

Cedar City, Utah

1998-2006 Southern Virginia University, Assistant and Associate Professor Buena Vista, Virginia

1997-1998 Southern Utah University, Faculty; Cedar City, Utah

1997 Southern Utah University, Adjunct Faculty; Cedar City,

Utah

1997 Dixie College, Adjunct Faculty; St. George, Utah

#### Keith M. Bradshaw

#### **TEACHING DUTIES:**

#### 2006- SOUTHERN UTAH UNIVERSITY

- First-year tonal music theory sequence
- First-year aural skills sequence
- Second-year tonal music theory sequence
- Second-year aural skills sequence
- Composition
- Form and Analysis
- Orchestration

#### 1998-2006 SOUTHERN VIRGINIA UNIVERSITY

- Direct Chamber Choir and Men's and Women's Choruses
- First-year tonal music theory sequence
- First-year aural skills sequence
- Second-year tonal music theory sequence
- Second-year aural skills sequence
- Composition
- Direct Pep Band
- Form and Analysis
- Orchestration
- Music Appreciation
- Private vocal instruction
- Private piano instruction
- Private guitar instruction
- Music Fundamentals
- Group Guitar
- Finale Notation

## 1997-1998 SOUTHERN UTAH UNIVERSITY, Faculty Lecturer, One Year, 3/4+ time

- First-year tonal music theory sequence
- First-year aural skills sequence
- First-year class piano
- Form and analysis
- Orchestration and arranging
- Music appreciation
- Composition
- Private horn instruction

7 SOUTHERN UTAH UNIVERSITY, Adjunct Faculty, Continuing Education

- Composition Seminar for beginning through advanced composers
- Group and private composition instruction
- Compositional techniques and practices

#### 1997-1998

#### DIXIE COLLEGE, Adjunct Faculty

- Music Appreciation
- Western music from plainchant to present styles and forms
- Music Fundamentals

## KIRILL GLIADKOVSKY Piano

#### **SUMMARY**

- Internationally Acclaimed Concert Pianist
- Concert Organist and Harpsichordist
- Collaborative Artist, Instrumental and Vocal
- Piano Pedagogue, Organ Instructor
- Choir and Orchestra Conductor
  - Composer

## PERFORMING EXPERIENCE, EXAMPLES

- Solo Performances in Piano and Organ, examples:
  - -The Bolshoi Zal, Mali Zal, & Rachmaninoff Zal, Moscow, Russia
  - -Philharmonic Hall, St. Petersburg, Russia
  - -Purcell Hall, London, U.K.
  - -Merkin Hall, New York, NY
  - -National Gallery of Art and Catholic University, Washington, D.C.
  - -Jack Singer Hall, Calgary, Canada
  - -Music Academy Hall and All Saints Cathedral, Poznan, Poland
  - -Music Hall, Ulan-Bator, Mongolia
  - -Orange County Performing Arts Center, Costa Mesa, CA
  - -Abravenal Hall, Salt lake City, UT
  - -Center for the Arts, Steinway Series, Scottsdale, AZ
  - -Bing Theatre, LACMA, Los Angeles, CA
- Solo performances include:
  - -Mongolia, Poland, Italy, England, and Canada
  - -In the USA: Washington, D.C., New York City, San Francisco, Dallas, Fort Worth, Kansas and Salt Lake City, Seattle, San Diego, Phoenix, Aspen, Santa Barbara, Palm Springs and Los Angeles
- Numerous chamber music performances in:
  - -Russia (Moscow and St.-Petersburg), Mongolia, Poland, Italy, Canada and the USA (Washington,
  - D.C., San Francisco, Los Angeles, Dallas, San Antonio, Aspen, Palm Springs and Miami)
- Numerous Duo Piano performances with Anna Gliadkovskaya

#### PRIZEWINNER AT (EXAMPLES):

- International Keyboard Competition, San Antonio, TX 1994
- Citta di Marsala International Piano Competition, Marsala, Italy
- Joanna Hodges International Piano Competition, Palm Desert, CA
- 1st Bryan Lee Piano Competition, Los Angeles, CA
- American Guild of Organists Organ Competition, Santa Monica, CA

#### **TEACHING EXPERIENCE**

- University of Southern California, Piano Faculty Studio Piano, Functional Skills Class 1998-present
- Santa Monica College, CA, Piano Faculty Studio and Group Piano, Theory 1995-present
- Pepperdine University, Malibu, CA, Piano Instructor 1996-present
- Tchaikovsky Conservatory, Moscow, Russia, Piano 1986-1990
- University of Southern California, Los Angeles, CA, Assistant/Substitute to D. Pollack's class 1993present
- Masterclasses in Los Angeles, San Francisco, Washington, D.C., Phoenix, Salt Lake City 1998-present
- Private Studio Teaching, Piano and Organ, Moscow, Aspen, Los Angeles 1988-present
- Private and school students were accepted at major music schools, performed in concerts and won awards

  COMPETITIONS JURIES
- Arizona Youth Piano/Steinway, Chinese Philharmonic 1998-2000, 2006

#### **COLLABORATIVE PIANO EXPERIENCE**

- Pepperdine University, Malibu, CA accompanist / coach for concert and chamber choirs 1996-1997
- University of Southern California, Los Angeles vocal and instrumental accompanying/coaching classes of A. & E. Schoenfeld, L. Harrell, D. McInnes, R. Lipsett, J.Walker, J. McVeigh, others 1991-1996
- Tchaikovsky International Competition, Moscow, Russia official accompanist for singers
- Bolshoi Theater, Moscow, Russia accompanist for singers 1988-1990
- Aspen Music Festival, CO accompanying (studios of A.Schein, D. DeLay, W.Sharp, D. Finkel) 1991-1992
- Tchaikovsky Conservatory, Moscow, Russia accompanist for singers and instrumentalists 1983-1990

#### **EDUCATIONAL BACKGROUND**

University of Southern California

1993-1996

Doctor of Musical Arts, Piano Performance

Class of Daniel Pollack (Piano)

Class of Cherry Rhodes (Organ)

Class of William Schaefer (Conducting)

University of Southern California

1990-1993

Master of Music, Piano Performance (with Daniel Pollack)

- Aspen Summer Festival and Music School, with Ann Schein 1991-1992
- Tchaikovsky Conservatory in Moscow, Diploma (Piano, Organ and Theory) 1983-1990

Class of Alexander Sobolev (Piano)

Class of Lev Vlasenko & Mikhail Pletnev (Piano)

Class of Leonid Royzman (Organ)

Masterclasses/coaching with Herbert Stessin, Robert Levin, Steven Kovacevich, Lev Naumov

## RECORDINGS AND LIVE BROADCASTS

2 CDs on Alexei's Records label 1997-1998

- 4 CDs on CMK Classics Label 2000-2002
- PBS and CBS national/affiliates, Century and Continental Cable TV, CRN Cable 1990-2004
- Numerous NPR live broadcasts from Washington D.C., Phoenix, Los Angeles, Fort Worth 1996-present
- Russian and Mongolian State TV and Radio 1983, 1986, 1993, 1994
- KTCU and KPAC radio, TX, WQXR radio, NY and KBYU radio, UT 1991-1994

#### LAWRENCE JOHNSON

#### Tenor

**EDUCATION:** Doctorate in Music - Voice Performance

Northwestern University (ABD)

Master in Music - Voice Performance

Northwestern University

Bachelor of Arts - Piano Performance University of Wisconsin - LaCrosse

**EXPERIENCE:** Assistant Professor of Voice

Southern Utah University, Cedar City, UT

Rodolfo, *La Bohème* Don José, *Carmen* 

Belmonte, Die Entführung aus dem Serail

Rinuccio. Gianni Schicchi

Werther, Werther

Tamino, *The Magic Flute* Ferrando, *Così fan tutte* 

Danilo Danilovitch, The Merry Widow

Elvino, *La Sonnambula* Don Ottavio, *Don Giovanni* 

Count Alberto. L'occasione fa il ladro

Don Ramiro, La Cenerentola

Count Almaviva, The Barber of Seville

Alfred, Die Fledermaus

Basilio, The Marriage of Figaro

Cassio, Otello Gastón, La Traviata Borsa, Rigoletto Bardolfo, Falstaff

Numerous oratorios, including *Messiah, Elijah, St. John's Passion, Magnificat*, Beethoven's Ninth Symphony

Master classes with Sherrill Milnes, Tito Capobianco, Elly Ameling,

Tony Randall, Geoffrey Parsons, Martin Katz

Professional accompanist for numerous studios, recitals, competitions, concerts and shows

Voice and Piano studio; Organist/Choir Director

AWARDS: International Finalist, Luciano Pavarotti International Voice

Competition, Philadelphia

Regional Finalist, Metropolitan Opera Auditions, Chicago

Winner, Graduate Men's Division NATS Competition, Wisconsin State

Phi Kappa Lambda National Music Honors Fraternity

Blue Key National Honors Fraternity

# Carol Ann Janes [Hill] Modesitt Summary of Training and Experience

Primary Performing Area: Voice—Soprano

Secondary Area: Piano

Tenured: Professor

#### **Formal Education**

1981 Private Study with Vera Rozsa in London, England

1972-1973 Eastern Kentucky University; Richmond Kentucky

M.M.: Voice

Principal Teacher: Dr. Donald Henrickson

1969-1970 Florida State University; Tallahasee, Florida

Graduate Study; work toward Masters in Music

Principal Teachers: Eugene Talley Schmidt, Jeanette Peccorello

1966-1968 Utah State University; Logan, Utah

B.A., Major: Music; lack one course for second major in Theater Arts.

Principal Teacher: Dr. William Ramsay

1965-1966 Kentucky Southern College: Louisville, Kentucky

Principal Teacher: Dr. William Ramsay

## **Professional Consulting Experience**

Vocal Consultant for Utah Shakespearean Festival Judge for the 2003 Utah Performing Arts Roster

## **Teaching Experience**

1993-present Southern Utah University; Cedar City, Utah

Professor of Voice and Opera (Tenured) Chair, Music Department 2005-2006 Chair, Music Department 1998-1999

Director of SUU Opera and Women's Chorus Studio Voice, Class Voice, Introduction to Music,

Elementary Methods, Diction for Singers

1990-1993 Plymouth State University; Plymouth, New Hampshire

Artist in Residence; Director of Vocal Music

Director of The Company

Studio Voice; English, german, French, Italian, and Latin Diction; Literature for Voice;

Vocal Pedagogy; American Musical Theater Opera and Oratorio History and Literature

| 1984-1990 | University of Colorado; Boulder, Colorado<br>Visiting Assistant Professor |
|-----------|---------------------------------------------------------------------------|
|           | Studio Voice, English Diction and Repertoire                              |
|           | Vocal Pedagogy and Literature for Young Voices                            |
|           | Supervised Graduate Student Teaching in Continuing Education and          |
|           | University Laboratory Program                                             |
| 1988-1989 | Director, Chamber Choir and Jasmine jazz Choir                            |
|           | Boulder High School                                                       |
| 1983-1984 | Graceland College; Lamoni, Iowa                                           |
|           | Studio Voice                                                              |
|           | English, French, German, Italian Diction                                  |
| 1983      | Iowa State University; Ames, Iowa                                         |
|           | Studio Voice                                                              |
| 1979-1983 | Utah State University; Logan, Utah                                        |
|           | Studio Voice; Class Voice; Vocal Pedagogy                                 |
| 1978-1979 | German, French, Italian, and English Diction and Repertoire               |
|           | Opera Workshop; Musical Theater Production;                               |
|           | Music Fundamentals; Voice and Choral Director for Musical Productions     |
| 1976-1978 | Seton Hill University; Greensburg, Pennsylvania                           |
|           | Studio Voice                                                              |
| 1974-1978 | Duquesne University; Pittsburgh, Pennsylvania                             |
|           | Studio Voice                                                              |
| 1973-1974 | Eastern Kentucky University; Richmond, Kentucky                           |
|           | Studio Voice                                                              |
| 1972-1974 | Cumberland College; Williamsburg, Kentucky                                |
|           | Studio Voice; Class Voice; Beginning Music Theory                         |

## Dr. Patrick Roulet, Percussion CURRICULUM VITAE

## **FORMAL EDUCATION**

University of Washington, Doctor of Musical Arts in percussion performance, 2002 Boston University, Master of Music in percussion performance, 1992 University of Michigan, Bachelor of Music in percussion performance, 1990

## **COLLEGE TEACHING EXPERIENCE**

Southern Utah University, Cedar City, UT: Assistant Professor, 2004-present Courses Taught:

- Applied Percussion
- Percussion Ensemble
- Percussion Methods
- Jazz Ensemble
- Music History I and II
- Music Appreciation
- American Popular Music
- Arts Retrospective: "Giants of the Century," an interdisciplinary course encompassing music, theater, and art
- First Year Seminar

## Service Activities

- Chair, Music Department Curriculum Committee
- Assisted Music Department Chair in NASM Self-study document
- Serve as Faculty advisor for collegiate MENC chapter and SUU Music Club
- Assist colleagues with percussion needs in band, orchestra, and choirs
- Coordinator and host, Southern Utah Day of Percussion, 2007
- Actively recruit percussionists for the department
- Maintain, repair, assess and purchase percussion instruments for department

Western Washington University, Bellingham, WA: Adjunct Faculty, 1994-2004 Courses Taught:

- Applied Percussion
- Percussion Methods and Percussion Pedagogy
- American Popular Music
- Percussion Ensemble

#### Service Activities:

- Actively recruited percussionists for the department
- Hosted regional Percussive Arts Society events on campus, 1998-2004
- Created and maintained the Percussion Studies Web page
- Served as Affiliate Faculty Representative on the Music Department Executive Committee:
- Served on Steering Committee, United Faculty of Western Washington University

Western Washington University Dance Program: Lecturer, 1999-2002 Teaching and Administrative Duties:

- Designed and taught a course on the principles of dance accompaniment for dancers and musicians
- Accompanied modern dance classes
- Scheduled dance accompanists for modern dance classes
- Collaborated with dance faculty to create original works for dance and percussion

#### FORMAL PERCUSSION STUDY

Tom Collier, Director of Percussion Studies, University of Washington

Michael Crusoe, Timpanist, Seattle Symphony Orchestra.

Dr. Randall Eyles, Principal Percussion, U.S. Air Force Band

Kenneth Harbison, Assistant Principal Percussion, National Symphony Orchestra

Dr. Laurence Kaptain, Percussion Instructor, University of Michigan

Salvatore Rabbio, Timpanist, Detroit Symphony Orchestra

Charles J. Smith, Solo Xylophonist/Percussionist, Boston Symphony Orchestra

Dr. Michael Udow, Director of Percussion Studies, University of Michigan

#### PERFORMANCE EXPERIENCE

#### **Orchestral and Concert**

| 2007         | Seattle Symphony Orchestra                                |
|--------------|-----------------------------------------------------------|
| 2003-2006    | Bellingham Festival of Music Principal Percussion/Timpani |
| 2004-present | Orchestra of Southern Utah, Principal Percussion/Timpani  |
| 2001-2004    | Seattle Symphony and Seattle Opera Orchestras             |

The American Sinfonietta – appointed Principal Percussion/Timpani in 2002 1998-2002

1998-2004 Pacific Northwest Ballet Orchestra, Seattle, Washington

2001 American Ballet Theater - Seattle touring production, Principal Percussion

| 1999-2000 | Cascade Festival of Music Orchestra, Bend, Oregon                                     |
|-----------|---------------------------------------------------------------------------------------|
| 1994-97   | Bellevue Philharmonic Orchestra, Bellevue, Washington                                 |
|           | ber Ensemble Performances                                                             |
| 2006-07   | Faculty solo and chamber recitals, New England Music Camp                             |
| 2005      | "Shakespeare Goes Chamber" Southern Utah University Faculty Recital                   |
| 2005      | Soloist with the Bishop Ireton High School Wind Ensemble, Dr. Randall Eyles, Director |
| 2005      | Southern Utah University Symphony Orchestra and Wind Symphony, percussion concerto    |
| soloist   |                                                                                       |
| 2004      | Bellingham Festival of Music Chamber Concert, Stravinsky, L'Histoire du Soldat        |
| 2004      | Pacific Rims Percussion Quartet with the Seattle Chamber Orchestra at Benaroya Hall,  |
| Seattle   |                                                                                       |
| 2003      | Toni Tennille Sings Big Band, Skagit Valley Casino, vibes and percussion              |
| 2002      | Whatcom Symphony Orchestra, Bellingham, WA Soloist                                    |
| 2002      | Sandip Burman and Friends "East Meets Jazz" Northwest Tour, vibes                     |
| 2001      | Bellingham Festival of Music. Featured soloist with "J.C. Combs and Friends"          |
| 2000      | Western Washington University Wind Symphony, percussion concerto soloist              |

#### **PUBLICATIONS AND PRESENTATIONS**

2007 Instructor and student resource manual and test bank for the textbook, *American Popular Music: Minstrelsy to MP3*, second edition by Larry Starr and Christopher Waterman. Available online: <a href="http://www.oup.com/us/popmusic">http://www.oup.com/us/popmusic</a>

2006 "Jazz Genesis and Evolution" University of Ghana, Legon, Ghana, Africa "Milt Jackson and Bags' Groove." *Percussive Notes*, (February 2003): 6-19

Skagit Valley Band, percussion and xylophone soloist

## **RECORDINGS AND BROADCASTs**

Seattle Symphony Orchestra, Seattle, WA. Performance and television broadcast with the Seattle Symphony on their self-produced television program, *Seattle Symphony From Benaroya Hall*: Broadcast on KCTS April 2007

*Performance Today,* National Public Radio, Bellingham Festival of Music live performance of Mozart's, Overture to the *Abduction from the Seraglio*. Air date: October 5, 2006

*Performance Today,* National Public Radio, Bellingham Festival of Music, live performance of Richard Strauss's *Horn Concerto No. 2*, Air Date: October 11, 200

Cantate 2000: The Seattle Girl Choir with Jackson Berkey. (2000). Omaha: SDG Records SDG CD20

## Dr. Laurine Grace St. Pierre Conductor/Studio Voice/Mezzo Soprano/Music Education

#### **EDUCATION**

2000

| <b>Doctor of Musical Arts-Choral Conducting</b> University of Missouri-Kansas City, |
|-------------------------------------------------------------------------------------|
| Conservatory of Music Dissertation: The Choral Compositions of American Composer    |
| Paul Creston: A Historical Perspective, Stylistic Analysis and Analytical Survey    |
| Doctoral Studies-Voice Performance-The University of Texas at Austin (40 credits )  |
| Master of Music-Voice Performance - University of Wisconsin-Madison                 |
| Bachelor of Music Voice Performance                                                 |
| Bachelor of Music Education - Both Degrees from the University of Wisconsin-Madison |
|                                                                                     |

#### **COLLEGE/UNIVERSITY TEACHING POSITIONS**

2004-Present Southern Utah University, Cedar City, Utah

#### Assistant Professor, Director of Choral Activities/Studio Voice

- Coordinate and administrate all choral area activities, including programming and recruiting;
- Direct all ensembles: Concert Choir, OPUS Chamber Choir and Women's Choir;
- Classes Taught: Applied Studio of voice majors, Choral Literature and Methods, Advanced Choral Conducting, Second Year Aural Skills

## Other SUU duties and related community and state activities:

- **OPUS Chamber Choir-**selected to perform Duruflé *Requiem* at Regional ACDA Convention in Salt Lake, Paul Salamunovich, conducting-2006.
- **Co-coordinator and conductor-**SUU *Mozart Festival*, Febraury 2006.
- **Director-Festival City Community Chorale**. 2005-present. Prepared chorus for OSU *Messiah* performances, Beethoven *Ninth*-December 2005, 2006.
- Guest and Assistant Conductor, Orchestra of Southern Utah. 2005-present.
- Guest Conductor, coordinator and guest clinician: Third Annual High School Chamber Choral Celebration, "An American Salute", Fall-2005.
- 2006-7 Annual Choral Festival-Director and Coordinator: Southern Utah University and Orchestra of Southern Utah Spring Choral Festival, "A Night at the Opera", Dr. Craig Jessop, guest clinician and conductor.
- Utah ACDA State Board of Directors-Appointment: State Repertoire and Standards Co-Chair for Four Year Universities and Colleges, 2005-present
- Regional and local adjudicator and clinician. 2005-present.
- NATS member/adjudicator, 1994-present. Voice students have received awards and placed at local and regional NATS. Five of my students took first place in their respective collegiate divisions in tri-state Regional NATS 2006.

#### 2000-2004 Indiana University Southeast, New Albany, Indiana

Assistant Professor, Director of Choral Activities and Vocal Studies/ Studio Voice/Director of Opera

- Supervised, coordinated and administrated choral/vocal area, taught a full studio of voice majors up to 18 per semester.
- Directed all choral ensembles, including Chamber Singers, Concert Choir, Vocal Jazz, Choral Arts Society and Women's Ensemble.
- Founded and directed the IUS Opera Theater in 2005 and all subsequent Opera Productions
- Classroom teaching: Beginning Conducting, Vocal Pedagogy, Language Diction for Singers, Vocal/Choral Literature, Music Appreciation, directed Graduate Independent Studies in Music;

Augustana College, Rock Island, Illinois
Assistant Professor, Voice and Choral (Full time-tenure track))
Studio Voice Jenny Lind-Women's Choral Ensemble, Vocal Pedagogy.
Highlight: Artistic and Musical Director and supervisor of senior capstone project, Ordo Virtutem of Hildegaard von Bingen, first university production to be done in the United States.

1994-1995 Fort Hays State University-Hays, Kansas

Director of Choral Activities/Studio Voice/Director of Opera.

Directed all choral ensembles, including Chamber Singers, Vocal Jazz, Concert

Choir, and Community Chorus, Opera/Musical Theater.

**Classroom Teaching:** Studio Voice, Language Diction, Vocal Pedagogy.

## **ELEMENTARY/JUNIOR HIGH TEACHING POSITIONS**

1991-1994 St. Thomas More School-Kansas City, Missouri Pre-school through eighth grade music.
 Taught general music education classes, put on musicals and numerous concerts.
 St. Mary Magdalen School-St. Louis, Missouri

## PROFESSIONAL AWARDS AND SCHOLARLY ACTIVITY:

| 2007 | Paper Presentation-January 2007. One of four SUU professors selected to        |
|------|--------------------------------------------------------------------------------|
|      | present a paper for Southern Utah University Tanner Symposium on the Arts and  |
|      | Culture in America.                                                            |
| 2002 | Summer Research Faculty Fellowship. Indiana University Southeast.              |
| 1994 | Women's Council Grant Award for Doctoral Research. University of Missouri      |
| 1994 | Outstanding Doctoral Student Vocal Achievement Award - University of Missouri, |
|      | Kansas City.                                                                   |

## SELECTED ADJUDICATION AND CLINICIAN EXPERIENCE

| 2007                              | Adjudicator-State Regional Large Choral Ensembles                                     |
|-----------------------------------|---------------------------------------------------------------------------------------|
| 2006                              | Adjudicator- High School Solo and Choral Music Festival-St. George, Utah              |
| 2005                              | Adjudicator-State Solo and Ensemble Contest-Utah                                      |
| 2005                              | Guest Conductor and Clinician-Orchestra of Southern Utah High School Choral Festival- |
| "An American Salute"              |                                                                                       |
| 2004-2005                         | Clinician, Adjudicator and Guest Conductor-Utah Music Festivals                       |
| 2001, 2002, 2003                  | Guest Conductor/Clinician for Indiana Women's Festival                                |
| 2000-2001                         | Clinician-Governor's School for the Arts-Louisville, Kentucky                         |
| CURRENT PROFESSIONAL AFFILIATIONS |                                                                                       |
| 1001 Duanast                      | Amaginan Charal Directors Association                                                 |

1991-Present American Choral Directors Association.

1994-Present National Association of Teachers of Singing. Vice President-Las Vegas Chapter-

1994-Present National Music Honor Society-Pi Kappa Lambda

## **TEACHING CERTIFICATIONS**

Missouri Lifetime Teaching Certification in Music for grades 7-12.

## Mark A. Stickney Low Brass, Director of Bands EDUCATION

| Rutgers, The State University of New Jersey, New Brunswick, NJ | 2006        |
|----------------------------------------------------------------|-------------|
| DMA, Wind Conducting.                                          |             |
| Major Professor: William Berz                                  |             |
| Major Paper: Overview of Swedish Wind Music.                   |             |
| University of Rhode Island, Kingston, RI                       | 1999 – 2001 |
| Graduate studies in music education, conducting, and tuba.     |             |
| Montclair State University, Upper Montclair, NJ                | 1998        |
| MA, Tuba Performance.                                          |             |
| Major Professor, Stephen Johns                                 |             |
| Gettysburg College, Gettysburg, PA                             | 1995        |
| BA, Music and Religion.                                        |             |

**COLLEGE TEACHING EXPERIENCE** Southern Utah University, Cedar City, UT 2006 -Visiting Assistant Professor, Director of Bands, Music Responsibilities: Wind Symphony, Athletic Bands, Conducting, Instrumental Methods, Brass Ensemble. Brass Methods, Applied Low Brass, Coordinator of Southern Utah Honor Band. Rutgers University, New Brunswick, NJ 2003 -Teaching Assistant, Music Responsibilities: Assist with Wind Ensemble, Symphony Band, Brass Ensemble, and University Sinfonia Salve Regina University, Newport, RI 1999 -2004 Adjunct Instructor, Music Responsibilities: Applied Euphonium, Applied Trombone, Applied Tuba, and Brass Ensemble. The Community College of Rhode Island, Warwick, RI 2002 -2003 Adjunct Instructor, Music Responsibilities: Applied Trombone. University of Rhode Island, Kingston, RI 2001 - 2002**Assistant Band Director** Responsibilities: Director of Basketball Bands, Coordinator: Southern New England Honor Band University of Rhode Island, Kingston, RI 1999 - 2001Graduate Assistant in Band Responsibilities: Assistant Director of Wind Ensemble, Marching Band Instructor, Jazz Combo Teaching Assistant for Music Appreciation and History of Jazz courses. Oklahoma Panhandle State University, Goodwell, OK 1998 -1999 Director of Bands Responsibilities: Applied Brass, Concert Band, Instrumental Conducting, Instrumental Methods, Band, Percussion Methods, Jazz Ensemble, and Music Theory. Montclair State University, Upper Montclair, NJ 1996 -1998 Graduate Assistant in Band Responsibilities: Assistant Band Director, Big Band Director, and Brass Ensemble Coach.

#### ADDITIONAL EXPERIENCE

## Newport Music Festival, Newport, RI

1999 -

Present

**Production Supervisor** 

Responsibilities: Staging, lighting, and sound, for multiple venue summer music festival.

## Elmhurst Elementary School, Portsmouth, RI

Spring,

2003

Long Term Music Substitute

Responsibilities: General music grades k-4.

### ADJUDICATIONS/CLINICS

Rhode Island College, Providence, RI

Jan

2005

Principal Conductor for RIC Instrumental Conducting Symposium

Ocean State Youth Orchestra, East Greenwich, RI 2003

Adjudicator for concerto competition

University of Rhode Island, Kingston, RI Jan

2003

Adjudicator for concerto competition

Rhode Island MENC Solo and Ensemble, Providence, RI

Nov

Feb

2002

Trombone judge for festival

#### Virginia K. Stitt

Southern Utah University

CPVA, Music Department, Assoc. Prof. of Music Tenured: 1984 Effective Date of Rank: 1984

**Academic Degrees:** 

B.S. in Music Ed. University of Illinois (Urbana) 1969

M.A. in Music Ed.

University of Northern Colorado (Greeley) 1970

M.M. Woodwind Specialist Michigan State University (East Lansing) 1974

D.M.A. University of Iowa (Iowa City) 1979

## **Professional Licenses/Certificates/Diplomas:**

Teaching Certificates K-12 music – Illinois/Colorado/Michigan

**Additional Studies:** 

Stacy English Horn Seminar Participant 1995-

Hove English Horn Seminar Participant 2005-McFarland English Horn Seminar Participant 2006-

Present Teaching Position: 1977-1984; 1986-present

Associate Professor of Music

Courses taught 2000-

Musc 1010 – Introduction to Music

Musc 1110/1130 - First Year Music Theory I/II

Musc 3070 – Form and Analysis

Musc 3220 – Chamber Winds (woodwind ensembles)

Musc 3500 – Music History IMusc 3720 – Woodwind Methods

Musc 3900 – Music for the Elementary Teacher Musc 4060 – Orchestration and Arranging

Musc 490E – Music for the Elementary Teacher

Musc 1410/2410/3410/4410 – Private Applied Woodwinds (flute, oboe, bassoon)

#### Professional/Creative/and Scholarly Activities

Music Director of Utah Shakespearean Festival Greenshow (1997-2005)

Southwest Symphony - Assist. conductor/viola/English horn/oboe/bassoon (1983-

Southwest Symphony Strings - Director/viola/oboe/bassoon (1995-

Orchestra of southern Utah - viola/English horn/bassoon (1977-

Annual solo and ensemble performances

Annual attendance at the International Double Reed Society conferences

Articles published in 2003 and 2005 in the Journal of the International Double Reed society

Annual attendance at Utah Mid-winter Music Educator's conferences (presented 2005)

Attended and hosted Master Classes for flute, oboe, bassoon and saxophone players

## Consulting, University Service, Community Service

Reviewer for Exploring Music Today by Hickok and Charlton, pub. McGraw-Hill

SUU Faculty Senate (2002-2005 – Executive committee, parliamentarian 2003-2005);

(2007-2010 – Executive committee, parliamentarian 2007-2008)
SUU CPVA Graduation Convocation – co-chair with Kay Anderson (1998-Supervise Music Education Student Teachers
Various LRT committees/search committees/PECC member/Senate Academic Affairs
Committee/Scholarship Achievement Committee
Adjudicator at Utah Region Solo and Ensemble Competitions

#### Xun Sun

Southern Utah University Department of Music 351 W. Center St. Cedar City, Utah 84720

#### **Current Positions:**

- Director of Orchestra Activities Southern Utah University
- Assistant Professor of Violin, SUU Music Department
- Music Director and Conductor of the Orchestra of Southern Utah
- Principal Guest Conductor of Hunan Symphony Orchestra

#### **Education:**

- Pursuing Doctor Degree in Music Education at Teachers College, Columbia University, New York City (started summer 2004)
- Master of Music in Orchestral Conducting --- University of Missouri-Kansas City Conservatory of Music (2002)
- Master of Music in Violin Performance --- UMKC Conservatory of Music (2000)
- Bachelor of Music Arts in Violin Performance ---- Wuhan Conservatory of Music, China (1982)

#### **Primary Teachers:**

**Conducting:** Dr. Robert Olson, Dr. Victoria Bond, Professor Kenneth Kiesler

Violin: Professor Burton Kaplan, Professor Patrick Rufferty, Professor Benny Kim

#### **Professional Experience:**

## As conductor:

- 2001 -Current Director/Conductor of the SUU Orchestra and String Ensemble
- 2002-Current Music Director/Conductor of the Orchestra of Southern Utah
- 2005- Current Principal Guest Conductor of Hunan Symphony Orchestra, China

#### As violinist:

- Concertmaster of University of Missouri-Kansas City Conservatory
- Symphony Orchestra and Chamber Orchestra
- Concertmaster of Hunan Symphony Orchestra
- Concertmaster of Wuhan Conservatory of Music
- Kansas City Symphony Orchestra
- Kansas City Chamber Orchestra
- St. Joseph Symphony Orchestra

#### 1995-98

- West Virginia Symphony Orchestra, West Virginia
- Tuscaloosa Symphony Orchestra, Alabama
- Birmingham Symphony Orchestra, Alabama
- Alabama Chamber Orchestra, Birmingham
- Lyric Mountain Music Festival, Pennsylvania

## Appendix D. Resources: Facilities and Faculty

The following charts and schedules illustrate how the current facilities and faculty resources will be managed in order to offer the BM degree in music.

## Faculty Workloads-2-Year Rotation

#### Fall 1

Keith Bradshaw: MUSC 1110 Theory I (3)

MUSC 2110 Theory III (3)

MUSC 3070 Form and Analysis (3)

Chair (3)

TOTAL = 12 Credits

Kirill Gliadkovsky: MUSC 3500 Music History I (3)

MUSC 3460 Piano Pedagogy I (3)

Applied Music (6) TOTAL = 12 Credits

Larry Johnson Applied Music (12)

TOTAL = 12 Credits

Carol Ann Modesitt: MUSC 1170 Ital/Eng Dict/Lit (3)

MUSC 3370 Opera Workshop (4)

Applied Music (5) TOTAL = 12 Credits

Patrick Roulet: MUSC 1020 Am. Popular Music (3)

MUSC 3740 Percussion Method (2) MUSC 3240 Percussion Ensemble (2)

PVA Arts Retrospective (1)

Applied Music (4) TOTAL = 12 Credits

Mark Stickney: MUSC 2350 Fund. Of Conducting (2)

MUSC 3320 Band (4)

MUSC 490I Instrumental Methods (2) MUSC 3210 Brass Ensemble (2)

Applied Music (2) TOTAL = 12 Credits Virginia Stitt MUSC 1110 Theory I (3)

MUSC 3720 Woodwind Methods (2) MUSC 3220 Woodwind Ensemble (2)

Applied Music (5) TOTAL = 12 Credits

Grace St. Pierre MUSC 3350 Opus Choir (4)

MUSC 3360 Concert Choir (4) MUSC 490C Choral Methods (2)

Applied Music (2) TOTAL = 12 Credits

Xun Sun MUSC 3380 Orchestra (4)

MUSC 3230 String Ensemble (1)

Applied Music (7) TOTAL = 12 Credits

Courses taught by adjuncts: MUSC 1010, 1130, 1150, 2130, 3900, and Applied.

## Spring 1

Keith Bradshaw: MUSC 1120 Theory II (3)

MUSC 2120 Theory VI (3)

MUSC 4060 Orchestration/Arranging (3)

Chair (3)

TOTAL = 12 Credits

Kirill Gliadkovsky: MUSC 3500 Music History II (3)

MUSC 3460 Piano Pedagogy II (3)

Applied Music (6) TOTAL = 12 Credits

Larry Johnson MUSC 2670 German Diction/Lit (3)

MUSC 1070 Class Voice (2)

Applied Music (7) TOTAL = 12 Credits

Carol Ann Modesitt: MUSC 3370 Opera Workshop (4)

MUSC 1620 Intro to Opera Production (2) MUSC 4620 Vocal Pedagogy Seminar (1)

Applied Music (5) TOTAL = 12 Credits Patrick Roulet: MUSC 1020 Am. Popular Music (3)

MUSC 1020 Am. Popular Music (3) MUSC 3240 Percussion Ensemble (2)

PVA Arts Retrospective (1)

Applied Music (3) TOTAL = 12 Credits

Mark Stickney: MUSC 3700 Brass Methods (2)

MUSC 3320 Band (4)

MUSC 3210 Brass Ensemble (2)

Applied Music (4) TOTAL = 12 Credits

Virginia Stitt MUSC 1120 Theory II (3)

MUSC 3220 Woodwind Ensemble (2)

Applied Music (7) TOTAL = 12 Credits

Grace St. Pierre MUSC 3350 Opus Choir (4)

MUSC 3360 Concert Choir (4)

MUSC 4360 Advanced Choral Conducting (2)

Applied Music (2) TOTAL = 12 Credits

Xun Sun MUSC 3380 Orchestra (4)

MUSC 3230 String Ensemble (1)

MUSC 4350 Advanced Instrumental Conducting (2)

Applied Music (5) TOTAL = 12 Credits

Courses taught by adjuncts: MUSC 1010, 1140, 1160, 2140, 2180, 2710, 3750, 3900, and Applied.

#### Fall 2

Keith Bradshaw: MUSC 1110 Theory I (3)

MUSC 2110 Theory III (3)

MUSC 3070 Form and Analysis (3)

Chair (3)

TOTAL = 12 Credits

Kirill Gliadkovsky: MUSC 3500 Music History I (3)

MUSC 2420 Piano Lit/History I (3)

Applied Music (6) TOTAL = 12 Credits

Larry Johnson MUSC 3370 Opera Workshop (4)

Applied Music (8) TOTAL = 12 Credits

Carol Ann Modesitt: MUSC 1170 Ital/Eng Dict/Lit (3)

MUSC 4610 Vocal Pedagogy (3)

Applied Music (6) TOTAL = 12 Credits

Patrick Roulet: MUSC 1020 Am. Popular Music (3)

MUSC 3740 Percussion Method (2) MUSC 3240 Percussion Ensemble (2)

PVA Arts Retrospective (1)

Applied Music (4) TOTAL = 12 Credits

Mark Stickney: MUSC 2350 Fund. Of Conducting (2)

MUSC 3320 Band (4)

MUSC 4710 Instrumental Ensemble Lit (2)

MUSC 3210 Brass Ensemble (2)

Applied Music (2) TOTAL = 12 Credits

Virginia Stitt MUSC 1110 Theory I (3)

MUSC 3720 Woodwind Methods (2) MUSC 3220 Woodwind Ensemble (2)

Applied Music (5) TOTAL = 12 Credits

Grace St. Pierre MUSC 3350 Opus Choir (4)

MUSC 3360 Concert Choir (4) MUSC 4700 Choral Lit. (2)

Applied Music (2) TOTAL = 12 Credits

Xun Sun MUSC 3380 Orchestra (4)

MUSC 3230 String Ensemble (1)

Applied Music (7) TOTAL = 12 Credits Courses taught by adjuncts: MUSC 1010, 1130, 1150, 2130, 3750, 3900, and Applied.

## Spring 2

Keith Bradshaw: MUSC 1120 Theory II (3)

MUSC 2120 Theory VI (3)

MUSC 4060 Orchestration/Arranging (3)

Chair (3)

TOTAL = 12 Credits

Kirill Gliadkovsky: MUSC 3500 Music History II (3)

MUSC 2430 Piano Lit/History II (3)

Applied Music (6) TOTAL = 12 Credits

Larry Johnson MUSC 2670 French Diction/Lit (3)

MUSC 1070 Class Voice (2)

Applied Music (7) TOTAL = 12 Credits

Carol Ann Modesitt: MUSC 3370 Opera Workshop (4)

MUSC 1620 Intro to Opera Production (2)

Applied Music (6) TOTAL = 12 Credits

Patrick Roulet: MUSC 1020 Am. Popular Music (3)

MUSC 1020 Am. Popular Music (3) MUSC 3240 Percussion Ensemble (2)

PVA Arts Retrospective (1)

Applied Music (3) TOTAL = 12 Credits

Mark Stickney: MUSC 3700 Brass Methods (2)

MUSC 3320 Band (4)

MUSC 3210 Brass Ensemble (2)

Applied Music (4) TOTAL = 12 Credits

Virginia Stitt MUSC 1120 Theory II (3)

MUSC 3220 Woodwind Ensemble (2)

Applied Music (7) TOTAL = 12 Credits

Grace St. Pierre MUSC 3350 Opus Choir (4)

MUSC 3360 Concert Choir (4)

MUSC 4360 Advanced Choral Conducting (2)

Applied Music (2) TOTAL = 12 Credits

Xun Sun MUSC 3380 Orchestra (4)

MUSC 3230 String Ensemble (1)

MUSC 4350 Advanced Instrumental Conducting (2)

Applied Music (5) TOTAL = 12 Credits

Courses taught by adjuncts: MUSC 1010, 1140, 1160, 2140, 2180, 2710, 3750, 3900, and Applied.

## May 30, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Revision to Regents' Policy R312 (UVU Change in Classification)-

Action Item

#### Issue

Regents' Policy R312 currently classifies Utah Valley State College (Utah Valley University: effective July 2008) as a Baccalaureate College/Associate College. Utah Valley State College was granted University status and approved to offer master's degrees in 2008. Thus, Utah Valley University will be reclassified under Master's Colleges and Universities in R312.

## Background

Regents' Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles, classifies each of the Utah System of Higher Education institutions into one of five categories: Doctoral/Research Universities, Master's Colleges and Universities, Baccalaureate Colleges/Associate's Colleges, Comprehensive Community Colleges/Associate's Colleges, and Technical Colleges. Regent's Policy R312, which was first adopted by the Board in May 2003, requires the Regents to "review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah." At this time, additional work and consideration is needed on the more extensive revisions to R312. However, an amendment for changing the classification of Utah Valley State College and changing the name to Utah Valley University is needed now in conformity with state law, which will become effective July 1, 2008.

Specifically, Utah Valley University will be classified as a Master's College and University. An institution classified as a Master's College and University "awards at least 50 master's degrees and fewer than 20 doctoral degrees per year." Although Utah Valley University does not currently meet the definition criterion of 50 master's degrees they are expected to do so in the next decade. Thus, this caveat will be added to R312 to accommodate Utah Valley University as a Master's College and University. Finally, Utah Valley University's new mission statement will be incorporated to R312. These three changes (institutional name change, re-classification, and new mission statement) are outlined in the attachment.

## Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to change Utah Valley State College's (Utah Valley University: effective July 2008) classification in R312 from a Baccalaureate College/Associate College to a Master's College and University.

David L. Buhler
Interim Commissioner of Higher Education

DLB/JMC Attachment

## R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

## R312-5. Master's Colleges and Universities: Type II.

(Weber State University, Southern Utah University, Utah Valley University)

- **5.1. Definition** Type II institutions Master's Colleges and Universities typically offer a wide range of associate and baccalaureate programs, and are committed to graduate education through the master's degree. Master's granting institutions generally award 40 or more master's degrees per year across three or more disciplines. No course work or awards above the master's level are offered. Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year.
- \*Utah Valley University was approved to offer master's degrees in 2008. They have not awarded 50 master's degrees but expect to do so in the next decade.
- **5.1.1 Enrollment Profile-** Very high undergraduate. Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for less than 10% of FTE enrollment.
- **5.9.** Utah Valley University Institutional Mission Statement

<u>Utah Valley University Mission Statement (2007):</u> <u>Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on the foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.</u>

## May 21, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

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

(Programs) Committee

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

## A. University of Utah – Discontinuance of the Physical Therapy BS

<u>Request</u>: The University of Utah seeks to discontinue the Bachelor of Science degree in Physical Therapy Studies, effective immediately. With the implementation of the Doctor of Physical Therapy in 2004, there is no further need for the BS.

<u>Need</u>: This degree is a remnant of the Master of Physical Therapy degree that has been discontinued. The last Bachelor of Science degree in Physical Therapy Studies was awarded in 2003 and it has not been awarded since.

<u>Impact</u>: No students have pursued the degree since that time and none is currently pursing it. All programs in physical therapy are at the graduate level with essentially all of them offering the Doctor of Physical Therapy degree. None of these programs offers additional bachelor's degrees.

**Finances**: There is no downside financially to the program or institution by discontinuing this degree.

## B. Utah State University - Bachelor of Science in Economics Degrees in China

**Request**: Utah State University seeks authorization to offer its approved Bachelor of Science in Economics degree in China, effective Fall 2008.

**Need**: Utah State University has worked collaboratively with institutions in China to deliver the Bachelor of Science in Interdisciplinary Studies, with concentrations in International Economics and Information Technology, since 2000. Partner institutions include Northeast Dianli University (Jilin City), the Beijing Institute of Technology (Beijing), and the Institute for Advanced Learning (Hong Kong). At present there are approximately 600 students enrolled in these programs.

Instruction in these programs is provided through an enhanced model of distance delivery, where course materials and examinations are prepared in an online accessible Blackboard Vista format by Utah State University faculty. These materials provide the basis for face-to-face instruction by Chinese faculty in the classroom of USU's partner institutions who are selected and approved by USU. All courses are taught in English. Supervising administrators and faculty from USU periodically visit these sites to provide oversight and to direct additional educational experiences for USU students.

In reviewing the program it has been determined that a large portion of these students would be better served by the more specialized and marketable Bachelor of Science in Economics degree. The Department of Economics is prepared to administer, oversee and direct this degree offering. Under this proposal, Utah State University would begin offering the Bachelor of Science in Economics upon approval of the Utah State Board of Regents and the Chinese Ministry of Education. The university intends to phase out the delivery of the Bachelor of Science in Interdisciplinary Studies in China once the economics degree is authorized. The program will be self-supporting and offered in collaboration with existing partners.

Institutional Impact: From an institutional standpoint, the impact of this transition is expected to be minimal. Students in the Interdisciplinary Studies program are already receiving a significant number of economics courses. Hence, transitioning to the economics degree will only involve a few minor course adjustments, reducing coverage in information technology and adding economics courses in their place. As a part of the transition, the existing program administrator and staff will be reassigned from the Regional Campus and Distance Education unit to the Department of Economics. As these employees will remain in their present office location, this will be simply an administrative transition, not a physical relocation. Hence, no additional costs are expected to be incurred.

<u>Finances</u>: From its inception, the programs delivered in China by Utah State University have been delivered on a self-support basis. Transitioning to an economics degree is perceived by USU's Chinese partners as a program enhancement. As such it is anticipated that program revenues, net of program costs, will remain stable or increase, creating an overall positive financial impact. Revenues of the program will continue to cover all costs associated with program delivery.

## C. Weber State University - Linguistics Minor

<u>Request</u>: Weber State University requests the approval of an interdisciplinary minor in Linguistics, effective Fall 2008.

**Need**: Language pervades every aspect of human endeavor, including academic enterprises. Consequently, linguistics, as the scientific study of language, is inherently interdisciplinary. The status of linguistics as an "interdiscipline" argues strongly for offering an interdisciplinary minor, particularly at the undergraduate level at an institution like WSU.

Research into linguistics programs at other universities indicates that linguistics not only complements a student's undergraduate major but also prepares him or her for graduate study in other areas (e. g., philosophy) or professional school (e. g., law). The linguistics minor defines language broadly and from multiple perspectives—computational, psychological, and pedagogical, to name three. By doing so, it fosters collaboration across disciplinary boundaries in both teaching and research among faculty, as well as undergraduate research. Because the courses in the minor represent three colleges and eight academic

departments or units, it would complement a wide range of majors, including those in departments not represented by the course offerings. Moreover, the minor would benefit students beyond graduation.

Student interest in a linguistics minor is high. A survey of 349 students conducted in Fall 2006 revealed that 50 percent of them (175) had not yet chosen a minor and that 20 percent (71) expressed a strong interest in declaring a linguistics minor. Also, anecdotal evidence, in the form of e-mail inquiries about the program, support the belief that such a minor would serve as a tool for both student recruitment and retention.

Along with student interest, there is support from deans, department chairs, and the coordinator of another minor at WSU. Linguistics faculty at the University of Utah and Utah State University also support it.

## **Institutional Impact**

Impact on enrollments in the participating departments is likely to be small because the courses which constitute the minor are already being taught by the participating departments. The minor will be housed in the College of Arts and Humanities. Because the courses in the minor are already being taught as part of the existing major, no new faculty, buildings, or equipment will be needed.

<u>Finances</u>: Because faculty resources are already in place, costs will be limited, at least initially, to reassign time for the coordinator. The Dean of the College of Arts and Humanities has agreed to fund the reassign time for the program coordinator.

## D. Southern Utah University - Discontinued Minors

<u>Request</u>: Southern Utah University requests approval to discontinue the following minors within the Department of Teacher Education and Human Development of the Beverley Taylor Sorenson College of Education and Human Development. These changes were approved by the SUU Board of Trustees on March 14, 2008.

- Elementary Education Reading Minor
- Elementary Education Physical Education Minor
- Elementary Education Social Science Minor

<u>Need</u>: The rationale for the proposed discontinuations is based on various changes to licensure requirements by the Utah State Office of Education. The USOE has determined that minors will not appear on the licensure unless the appropriate PRAXIS II content test has been taken and passed. Most students will not be able to pass the tests with only minor content knowledge. Changing minors to areas of specialization will lessen misunderstanding by students.

<u>Institutional Impact</u>: The proposed changes will have no impact on program enrollments and administrative structures.

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

### E. Utah Valley State College - Cinema Studies Minor

**Request:** Utah Valley State College requests approval to offer a Cinema Studies minor effective Fall, 2008. This proposal for a minor was approved by the UVSC Trustees on March 13, 2008.

**Need**: The Cinema Studies minor is designed to respond to the increasing interest among the student population in the aesthetics, theory, history, and reception of film.

The minor focuses on movies as cultural texts (much like literary texts) and is designed to provide students with an understanding of the social, political, historical, and industrial contexts that produce cinema. As an interdisciplinary minor, the program draws on faculty expertise from various disciplines and includes global and historical perspectives.

The Cinema Studies minor will foster interdisciplinary study within the college community and provide a program for those students who are interested in career paths that require a sophisticated understanding of media culture, such as:

business, advertising, public relations, technical writing, educational media, free-lance filmmaking, television, media sales and distribution, film archiving and preservation, popular journalism, and entertainment law as well as graduate studies in cinema studies, American studies, popular culture, library studies, broadcasting, or communication.

Many of the private and public institutions of higher education in Utah have some form of Cinema Studies program in place, most notably:

- BYU (BA Media Arts Studies: Film)
- University of Utah (Film Studies major)
- Westminster College (Film Studies minor)

In addition, Southern Utah University includes a proposed film minor in the Dean's Planning Goals and Initiatives and discussion and interest continue concerning adding such a minor. As evident from the aforementioned list, Utah higher education values cinema studies in both the private and public educational arena. However, a minor in Cinema Studies is needed at UVSC specifically to serve the interests of the students in Utah Valley. BYU, the nearest institution of higher education, is private. As such, students wishing to pursue cinema studies need a minor program specifically suited to their needs, one which will complement their primary major at Utah Valley, allow them to transfer to other institutions, public or private, or prepare them to meet public sector career needs.

<u>Institutional Impact</u>: The institutional impact of the Cinema Studies minor will be minimal from the perspective of new faculty, course proposals, physical facilities or equipment as each of the aforementioned are already in place for the minor to be immediately implemented.

From the perspective of impacting the quality of education at Utah Valley State College, the results will be positive. As demonstrated by a student survey, the success of film programs on campus including Reel Film, and the enrollment in existing cinema courses, the campus is prepared for and enthusiastic about the introduction of the Cinema Studies minor.

From the perspective of the Committee on Interdisciplinary Studies (COIS), the impact will be positive. The courses in the Cinema Studies minor will draw students participating in other COIS minors, thus increasing attendance, particularly in upper-level courses. In particular, the INST 4900 capstone course, which is a component of the core requirement of most COIS minors, will benefit educationally from the participation of students minoring in Cinema Studies. The Cinema Studies minor, by its interdisciplinary nature, will provide opportunities for enhancing cooperative efforts between existing academic departments and schools across UVSC. The location of COIS within the School of General Academics will allow for cooperation and communication between different academic entities within the school (such as the Integrated Studies Program and Honors Program) thus strengthening the interdisciplinary interests of the school.

<u>Finances</u>: As the Cinema Studies minor requires no new curriculum, personnel or facilities, and as the COIS is already functioning as the de facto department for interdisciplinary stand-alone minors, there are no additional finances needed. The program will only increase enrollment in upper-level courses offered in the host departments associated with the minor. As it will also be a draw to students in Utah Valley who are interested in Cinema Studies, it will potentially increase the number of students attending UVSC.

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

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

(Programs) Committee

The following has been submitted by Utah State University for consideration by the Regents on the Information Calendar of the Programs Committee.

### Restructure of Elementary and Secondary Education into New Unit

<u>Request</u>: Utah State University requests approval to restructure its Elementary Education and Secondary Education departments into a School of Teacher Education and Leadership. This request is not for a new program or department; instead, the request is to reorganize two existing departments into one unit which can more effectively address the shared mission of K-12 teacher education at undergraduate and graduate levels. Restructuring would be effective Fall 2008. This proposal was approved by the Utah State University Board of Trustees on March 7, 2008.

<u>Need</u>: At the undergraduate level, the Elementary Education Department prepares students for licensure in early childhood (K-3), elementary (1-8), and middle level education (5-9), and the Secondary Education Department prepares students for both middle level and secondary education (6-12). At the graduate level, the two departments offer separate master's and specialist's degrees, but collaborate extensively in offering dual-listed courses, state-approved teaching endorsements, the administrative/supervisory certificate, and doctoral (EdD and PhD) programs.

The current organizational structure separating elementary from secondary education is out of the national mainstream. For 2008, U.S. News and World Report ranked USU's College of Education and Human Services in the top two percent of all colleges nationally (26th among 1200 colleges). However, of the 25 top-ranked colleges of education, only one separates elementary and secondary education into two units.

The proposed School of Teacher Education and Leadership would unify the undergraduate and graduate teacher education programs into a single K-12 structure with one administrative head. The overarching aim of reorganization is to improve the effectiveness and efficiency of USU's K-12 teacher preparation as well as its preparation of education leaders. The rationale for restructuring the two departments into a School of Teacher Education and Leadership includes the following goals:

- To better address Utah's critical teacher shortage and to respond effectively to the increased scrutiny of teacher preparation at state and national levels.
- To enhance K-12 partnerships with local educational agencies.
- To realign K-12 teacher preparation with Utah State Office of Education licensure and with national directions.
- To create a better middle-level education program.
- To increase the efficiency of K-12 advising and field experiences.
- To advance interdisciplinary K-12 external funding proposals and research.
- To streamline administration of K-12 graduate degree programs and endorsements.
- To streamline administration of K-12 offerings through Regional Campuses and Distance Education (RCDE).
- To foster K-12 faculty subgroups of shared professional interest for better collaboration.
- To enhance the recruitment of high quality faculty and leadership candidates—graduate students.
- To foster ongoing program evaluation and increase the efficiency of accreditation reviews.
- To reduce redundancy.

**Institutional Impact**: The proposed restructuring will not affect enrollments in the two programs.

The proposed restructuring will result in a single administrative unit named the School of Teacher Education and Leadership (TEAL), with a single Department Head who will also carry the title of Associate Dean for Teacher Education and Leadership. See attached organizational chart. The shaded area of the chart indicates the proposed changes. As shown on the chart, the Department of Special Education and Rehabilitation (SPER) will be affiliated with the School of TEAL; however, the SPER Department will remain an independent department because of its highly specialized mission.

No new physical facilities or equipment will be required. Many faculty and staff will relocate within the thirdfloor space currently allocated to the two departments in the Emma Eccles Jones Education Building. For example, advising and field experience personnel from the two departments will occupy a single space on the third floor to integrate services, rather than two separated spaces. And faculty with a shared professional interest will be located in proximity to one another.

The number of faculty and professional staff will not change. The current staffing numbers are:

|                      | Elementary       | Secondary       |
|----------------------|------------------|-----------------|
| Department Head      | 1 (interim DH)   | 1 (interim DH)  |
| Tenure-track Faculty | 15 (& 1 in RCDE) | 9 (& 1 in RCDE) |
| Clinical Faculty     | 3                | 1               |
| Lecturers            | 4                | 2 (& 3 in RCDE) |
| Field Experience     | 1                | 1               |
| Advisors             | 3                | 1               |
| TOTAL                | 28               | 19              |

<u>Finances</u>: No additional costs or savings are anticipated. Currently, 12-month salaries for two department heads are required. The proposed restructuring will require a single 12-month department head salary. The salary savings from the reduction of one department head will be used to enhance the salaries of three individuals who will assume increased responsibilities as program chairs within the School of TEAL and to enhance the salary of a single individual who will coordinate K-12 advising and field experiences personnel.

### Commissioner's Recommendation

<u>Commissioner recommends that the Regents review these information item. No action is required.</u>

David L. Buhler
Interim Commissioner of Higher Education

DLB/HPN

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

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

(Programs) Committee

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

### A. Discontinued Emphases

### i. Accounting Emphasis in the Forensic Science MS

**Request:** Southern Utah University requests approval to discontinue the Master of Science in Forensic Science, Accounting emphasis. This change was approved by the SUU Board of Trustees on March 14, 2008.

**Need**: Low enrollment in the Forensic Accounting Emphasis does not warrant continuation. In addition, students will not benefit through obtaining jobs in the field upon completion of this program of study.

<u>Institutional Impact</u>: Due to low student demand for the program the proposed changes will have no significant impact on program enrollments and administrative structures.

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

### ii. Composite GIS Emphasis in the Computer Science BS

**Request:** Southern Utah University requests approval to discontinue the Bachelor of Science, Computer Science Composite GIS emphasis within the Department of Computer Science of the College of Computing, Integrated Engineering and Technology. This change was approved by the SUU Board of Trustees on March 14, 2008.

**Need**: The rationale for discontinuation is based on the recommendation of the Accreditation Board for Engineering and Technology (ABET). ABET consultants suggest that the cost of modifying the present

program to meet ABET standards is not justified by student demand. Consequently, discontinuation is necessary prior to anticipated accreditation by ABET in Fall 2008.

<u>Institutional Impact</u>: Due to low student demand for the program the proposed changes will have no significant impact on program enrollments and administrative structures.

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

### B. Name Changes

### i. Studio Arts: Photography Emphasis and Minor in Photography

<u>Request</u>: Southern Utah University requests approval to change the name of the existing programs within the Department of Art and Design of the College of Performing and Visual Arts. These changes were approved by the SUU Board of Trustees on March 14, 2008.

- 1. Change the name of the present degree program from "Bachelor of Fine Arts: Photography/Digital Design," to "Bachelor of Fine Arts in Studio Arts: Photography Emphasis."
- 2. Change the name of the present minor from "Minor in Photography/Digital Design" to "Minor in Photography."

**Need**: The name changes better reflect the revised mission statement and the content of the program.

<u>Institutional Impact</u>: The proposed changes will have no impact on program enrollments and administrative structures.

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

# ii. Name Changes within the Existing Programs of the Department of Teacher Education and Human Development

<u>Request</u>: Southern Utah University requests approval to change the name of the existing programs within the Department of Teacher Education and Human Development of the Beverley Taylor Sorenson College of Education and Human Development. These changes were approved by the SUU Board of Trustees on March 14, 2008.

- 1. Change the name of the present "K-8 Mathematics Elementary Education Minor" to "K-8 Mathematics Elementary Education Area of Specialization."
- 2. Change the name of the present "Elementary Early Childhood Education Minor" to "Elementary Early Childhood Education Area of Specialization."
- 3. Change the name of the present "Elementary English Language Arts Minor" to "Elementary English Language Arts Area of Specialization."
- 4. Change the name of the present "Elementary Education Art Minor" to "Elementary Education Art Area of Specialization."
- 5. Change the name of the present "Elementary English as a Second Language (ESL) Minor" to "Elementary English as a Second Language (ESL) Area of Specialization."

- 6. Change the name of the present "Elementary Education Music Minor" to "Elementary Education Music Area of Specialization."
- 7. Change the name of the present "Elementary Education Science Education Minor" to "Elementary Education Science Education Area of Specialization."

<u>Need</u>: The rationale for the proposed name changes is based on various changes to licensure requirements by the Utah State Office of Education. The USOE has determined that minors will not appear on the licensure unless the appropriate PRAXIS II content test has been taken and passed. Most students will not be able to pass the tests with only minor content knowledge. Changing minors to areas of specialization will lessen misunderstanding by students.

<u>Institutional Impact</u>: The proposed changes will have no impact on program enrollments and administrative structures.

**<u>Finances</u>**: There is no anticipated budgetary impact on other programs or units within the institution.

### Commissioner's Recommendation

Commissioner recommends that the Regents review these information item. No action is required.

David L. Buhler
Interim Commissioner of Higher Education

DLB/HPN

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

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

(Programs) Committee

The following program review reports have been submitted by Dixie State College for consideration by the Regents on the Information Calendar of the Programs Committee.

### Dixie State College 2006-2007 Program Reviews

### A. Developmental Studies

Reviewed 2006-2007 with a rating of Commendable. Previous review: 2001-2002; rated Commendable.

### Reviewers

Frank Lojko, Director of Institutional Research and Acting Vice President of Student Affairs, DSC Demaree Johnson, Associate Professor of Family, Consumer Science and Education, DSC Dr. Brad Barry, Director of Composition and Professor of English, DSC

### **Program Description**

There are no degrees, certificates, other credentials. Developmental Education facilitates and intercedes on behalf of students who may be underprepared by offering courses in composition, math, reading, spelling, ESL, and study skills. After completing developmental courses and programs, students will

- Persist to a second year (remain enrolled) at a level that is equal to or greater than the college's general student population,
- Demonstrate college-level competency in composition,
- Demonstrate college-level competency in reading,
- Demonstrate college-level competency in math,
- Succeed in subsequent related college-level coursework.

### Faculty & Staff

|                                           | Tenure | Contract | Adjunct |
|-------------------------------------------|--------|----------|---------|
| Number of faculty with Doctoral degrees   | 1      |          | 1       |
| Number of faculty with Master's degrees   | 4      |          | 6       |
| Number of faculty with Bachelor's degrees | 1      |          |         |
| Other Faculty                             |        |          | 2       |

There are .25 FTE staff.

### **Students**

| FTE Students | 02-03  | 03-04  | 04-05  | 05-06  | 06-07  |
|--------------|--------|--------|--------|--------|--------|
| Reading      | 16.10  | 18.20  | 19.80  | 20.10  | 17.10  |
| Math         | 150.10 | 165.07 | 165.13 | 141.09 | 122.00 |
| Composition  | 46.44  | 37.36  | 76.76  | 150.67 | 130.50 |

| <b>Five-year Enrollment and Student Data</b> | 02-03   | 03-04    | 04-05    | 05-06   | 06-07  |
|----------------------------------------------|---------|----------|----------|---------|--------|
| Student Credit Hours Generated               | 3,189.6 | 3,313.05 | 3,925.35 | 4,677.9 | 4,044  |
| Majors                                       | NA      | NA       | NA       | NA      | NA     |
| Enrollment, combined                         | 1,349   | 1,421    | 1,353    | 1,252   | 1067   |
| Enrollment Trends                            |         | +.095%   | -1%      | -1.1%   | -1.17% |
| Graduation                                   | NA      | NA       | NA       | NA      | NA     |

| Student-Faculty Ratio | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 |
|-----------------------|-------|-------|-------|-------|-------|
| Reading               | 17.50 | 17.84 | 21.71 | 19.90 | 30.85 |
| Math                  | 29.43 | 30.68 | 26.55 | 23.71 | 20.44 |
| Composition           | 9.27  | 6.93  | 14.08 | 23.92 | 30.85 |

### **Finances**

|                         | 02    | 2-03   | 03    | 3-04   | 04    | -05    | 05    | -06    | 06    | -07    |
|-------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Instructional Costs per | FTE   | SCH    |
| Reading                 | 2,756 | 183.73 | 2,527 | 168.47 | 2,354 | 156.93 | 3,575 | 238.33 | 3,476 | 231.73 |
| Math                    | 1,050 | 70.00  | 987   | 65.80  | 1,209 | 80.60  | 1,314 | 87.60  | 2,050 | 136.66 |
| Composition             | 3,023 | 201.53 | 3,902 | 260.13 | 1,841 | 122.73 | 1,089 | 72.60  | 1,115 | 74.33  |

### **Program Assessment**

Strengths, Weaknesses, and Recommendations: A measure used was "Success in Subsequent College-Level Courses." This indicator shows how many students who first took a developmental course go on to succeed in a related college-level course.

Analysis: First, ENGL 0750 no longer exists, yet the same population is present in ENGL 0991 with the placement scores being identical (15 and below). In Fall 1998, only 33 percent of students completing ENGL 0750 had received a passing grade in ENGL 1010 within two years. For Fall 2006, which is only a partial data set, ENGL 0991 students passed their first college-level composition course at 41 percent. This increase is within the challenge range set by the dean then: "form a plan that would result in an increase of ten percent in students who receive passing grades in subsequent related courses."

There are no comparative data for ENGL 0990 since in previous program reviews no data was submitted for ENGL 0920. ENGL 0990 and 0991 were created based on curriculum and instruction discussions and on current research in best practices for developmental courses. It would appear from the data collected so far on ENGL 0990 that students are persisting to the next course and passing at rate comparable to other developmental students in their first college-level course.

Since ENGL 1470 is now a required course for a significantly greater number of students because of an adjustment to the placement scores for POLS 1100 and HIST 1700, DSC is seeing increased enrollment in ENGL 1470, but not yet a significant persistence to POLS 1100 and HIST 1700. According to best practices in developmental education, the first college-level composition course is a better indicator of student achievement for a developmental reading course. The data for success in ENGL 1010 by ENGL 1470 students is impressive. The data for ENGL 0470 from the previous program review when compared with this new data shows a downward trend in the percentage of students who successfully complete their American Institutions course. This is an area of concern which merits further analysis and discussion with possible curriculum changes, a focus on retention, and consistent advising of ENG 0470 students to persist onto their first American Institutions course. Also, it should be noted that the two-year window for ENGL 0470 students may not be a realistic goal.

Finally, when analyzing the data from MATH 0900 from the previous program review compared to the current data, there has been a significant increase in the percentage of students who successfully complete their first college-level math course. When in the fall of 1996 only 4.3 percent (3 of 70) passed their first college-level math course, compared to 2003 when 19 percent (49 of 255) did, DSC has seen significant gains. One possible reason for this is the implementation of a standardized curriculum under the direction of a lead teacher who "owns" the course and is responsible for the rigor and integrity of the course.

A more in-depth analysis and stronger year-to-year tracking of the students in developmental courses is necessary in order to monitor and adjust the curriculum to meet student needs and to ensure success in the subsequent college-level course.

Another measure used was "Persistence and Academic Success." This indicator shows success as judged by persistence (how many credits these students complete) and GPA. The Developmental Studies faculty agree that the typical student in the program is enrolled in ENGL 0990 (without 0991), ENGL 1470, and MATH 0930; this can be justified by looking at the number of sections offered and the enrollment. In the previous program review, the dean created charts tracking the Fall 1998 cohort and assigning those students an "Academic Success Score" based on the key indicators of how many credits the students completed and their GPA. In subsequent program reviews, DSC will include this data.

Institutional Response: The Developmental Studies department should continue its on-going data collection and analysis to assess the effectiveness of the above objectives. Formative evaluation is probably the most effective tool in the program arsenal to effect change. The addition of an advisor/retention specialist would be invaluable. Faculty are working now on becoming trained advisors in order to facilitate student advising. Finally, the Developmental Studies Program currently has .25 FTE support staff; this is not adequate to assist faculty in measuring, tracking and analyzing data on success and persistence.

The College will make funding of secretarial staff available to facilitate more effective data collection and analysis. The College is pursuing the funding of additional advisement/retention staff. And, the Academic

Vice President will continue to encourage and assist the Developmental Studies Program by providing resources as funding allows.

### B. Social Sciences

Reviewed 2006-2007 with a rating of Acceptable. Previous review: 2001-2002; rated Acceptable.

### Reviewers

Frank Lojko, Director of Institutional Research and Acting Vice President of Student Affairs, DSC Demaree Johnson, Associate Professor of Family, Consumer Science and Education, DSC Dr. Brad Barry, Director of Composition and Professor of English, DSC

### **Program Description**

There are no degrees, certificates, other credentials. Social Sciences, for the purposes of this Program Review, includes: Psychology, Sociology, Criminal Justice, Anthropology, and Economics. The Social Sciences program is located in the School of Education, Humanities, Arts and Social Sciences, except for Economics, which is in the School of Business, Science, and Health. The program currently offers no required series of courses and no degree programs specific to the social sciences.

Most students are freshmen and sophomores completing their general education requirements. The program's main curricular functions are: 1) to provide Social Sciences general education; 2) to prepare students for further studies in specific social sciences disciplines as transfer students.

As an outcome of taking courses in the Social Science program, students shall:

- Demonstrate an ability to examine human behaviors as a way of understanding the human condition.
- Demonstrate an ability to identify the ideas, people and events that are generally thought to be important by social scientists.
- Develop points of view based on social scientific knowledge.
- Exhibit elements of critical thinking and scientific methodology in examining human behavior.

### Faculty & Staff

|                                           | Tenure | Contract | Adjunct |
|-------------------------------------------|--------|----------|---------|
| Number of faculty with Doctoral degrees   | 3      | 2        | 5       |
| Number of faculty with Master's degrees   | 1      | 1        | 7       |
| Number of faculty with Bachelor's degrees |        |          | 2       |

There are 1.5 FTE staff, shared with Composition, English and Humanities.

### **Students**

| FTE Students     | 02-03  | 03-04  | 04-05  | 05-06  | 06-07  |
|------------------|--------|--------|--------|--------|--------|
| Economics        | 47.40  | 54.80  | 54.10  | 53.40  | 64.40  |
| Psychology       | 101.30 | 106.20 | 118.80 | 123.26 | 123.02 |
| Sociology        | 42.90  | 35.30  | 37.80  | 34.50  | 37.40  |
| Criminal Justice | 16.40  | 14.40  | 16.70  | 17.66  | 19.50  |

| <b>Five-year Enrollment and Student Data</b> | 02-03 | 03-04   | 04-05  | 05-06   | 06-07   |
|----------------------------------------------|-------|---------|--------|---------|---------|
| Student Credit Hours Generated               | 3,120 | 3,160.5 | 3,411  | 3,432.3 | 3,619.8 |
| Majors                                       | NA    | NA      | NA     | NA      | NA      |
| Enrollment Trends                            |       | +.9%    | +1.08% | +1%     | +1.05%  |

| Student-Faculty Ratio  | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 |
|------------------------|-------|-------|-------|-------|-------|
| Economics              | 25.21 | 28.10 | 26.65 | 24.84 | 30.57 |
| Psychology             | 28.41 | 33.89 | 34.62 | 32.02 | 34.15 |
| Sociology/Anthropology | 21.34 | 24.18 | 22.77 | 18.75 | 21.25 |
| Criminal Justice       | 17.45 | 22.50 | 20.88 | 20.30 | 23.21 |

### **Finances**

|                         | 02    | 2-03   | 03    | -04    | 04    | -05    | 05    | 5-06   | 06    | 6-07   |
|-------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Instructional Costs per | FTE   | SCH    |
| Economics               | 1,838 | 122.53 | 1,783 | 118.87 | 1,616 | 107.73 | 1,748 | 116.53 | 1,581 | 105.40 |
| Psychology              | 1,649 | 109.93 | 1,424 | 94.93  | 1,418 | 94.53  | 1,531 | 102.06 | 1,679 | 111.93 |
| Sociology/Anthropology  | 2,210 | 147.33 | 2,242 | 149.47 | 1,780 | 118.67 | 2,099 | 139.93 | 2,046 | 136.40 |
| Criminal Justice        | 890   | 59.33  | 694   | 46.27  | 748   | 49.86  | 765   | 51.00  | 690   | 46.00  |

### **Program Assessment**

In Econ 2010, a test is administered at the beginning of the semester and again at the end of the semester. The results indicate how students' perception of economic principles is enhanced. The results from the most recent semester (Fall 2006) are as follows:

|            | Pre-Test Average | Number Taken | Post-Test Average | Number Taken |
|------------|------------------|--------------|-------------------|--------------|
| Section 01 | 5.5102           | 49           | 9.3125            | 32           |
| Section 03 | 6.6042           | 48           | 10.0270           | 37           |
| Section 04 | 6.4324           | 37           | 10.7778           | 09           |

The weighted average of the economics pre-test score is 6.16. The weighted average of the post-test score is 9.82. These scores show a 59 percent improvement in student comprehension overall.

During the first two weeks of the fall semester 2006 all general psychology students were given a 55-item, multiple choice pre-test of general psychology knowledge. The same exam was given as a post-test during the final week of the same semester. The following table is a short analysis of said exam.

| N- | Pre | N-Post | <b>Pre-test % Correct</b> | Post-test % Correct | Change, Pre- to Post-Test |
|----|-----|--------|---------------------------|---------------------|---------------------------|
| 2  | 35  | 226    | 52.0                      | 63.5                | +11.5                     |

During fall semester 2006 a 15-question pre- and post-assessment evaluation was given to students enrolled in SOC 1010 to measure their understanding of core sociological concepts taught in the course. The test was administered at the end of the semester as well. The pre-testaverage was 8.3 correct (55 percent). The post-test average was 10.8 correct (72 percent).

It is apparent that for all questions, other than one, fewer SOC 1010 students missed the questions on the post-test than on the pre-test. Analysis indicated that students tended to be most troubled by conflict theory and culture theory; these are two areas where pedagogy must improve to help students grasp concepts.

Because there are no full-time Criminal Justice faculty and no degree offerings through DSC, no systematic assessment takes place, except within individual courses.

### Strengths

- In every discipline, a clear strength is the quality of full-time and adjunct faculty. Student achievement and student and supervisor evaluations indicate well-trained and well-prepared instructors.
- The curricula in the Social Sciences are well-designed, although limited in the breadth of offerings. Courses articulate well with other USHE institutions.

### Weaknesses

No full-time faculty in Criminal Justice hampers the development of a coherent program with a commitment to assessment and potential degree offerings. Only one full-time faculty in some disciplines puts heavy burdens on those faculty to develop new course offerings, conduct assessment, and advise students; furthermore, it does not give students the advantage of diverse pedagogical styles.

A genuine commitment to regular and meaningful assessment is lacking, perhaps because the various disciplines have so few full-time faculty members or because tracking students as majors and as transfer students is difficult or impossible. In some instances, assessment is done only on a course-by-course basis rather than by program; often learning objectives and student outcomes are missing or are not standardized and applied across discipline offerings. Or, assessment is simply not taking place.

### Recommendations

- Continue to request funding for full-time faculty.
- Develop plans for degree offerings in Criminal Justice, Psychology, and Sociology.
- Realign Economics within the Business Administration program to more effectively utilize human and fiscal resources.
- Develop and coordinate departmental or discipline learning objectives and student outcomes and implement assessment universally.

### Institutional Response

- The College will make funding for full-time faculty a priority in Criminal Justice, Psychology and Sociology. To date, a full-time Criminal Justice faculty member has been hired to start in 2008.
- Approval of the new bachelor's degree in Integrated Studies will allow the College to slowly grow degree-offering potential in the social sciences.
- The Academic Vice President will facilitate training for faculty in meeting assessment strategies and development of learning outcomes and objectives. Faculty workshops are being scheduled for 2008 fall semester faculty in-service for all academic programs.
- The Academic Vice President will authorize the creation and implementation of a course syllabus template to standardize and emphasize course objectives, goals and outcomes tied to the program and institutional missions.

### Commissioner's Recommendation

|  | Commissioner r | recommends | that the | Regents | review | these | information | item. N | No action | n is r | required |
|--|----------------|------------|----------|---------|--------|-------|-------------|---------|-----------|--------|----------|
|--|----------------|------------|----------|---------|--------|-------|-------------|---------|-----------|--------|----------|

| David L. Buhler                          |
|------------------------------------------|
| Interim Commissioner of Higher Education |

DLB/HPN

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

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

(Programs) Committee

The following have been submitted by Utah Valley State College for consideration by the Regents on the Information Calendar of the Programs Committee.

It is proposed that these changes be effective July 1, 2008, the official date of the change to university status and the name change of the institution. Changes are justified based on size, need, focus, and reasonable spans of administration and related efficiencies in each of the restructured academic units. The unit names are consistent with those used in similar universities within Utah and nationwide. Note that the School of Continuing Education, the School of Education, and the Woodbury School of Business remain as constituted (with the recent name change to the Woodbury School of Business).

### A. Name Change - University College

<u>Request</u>: UVSC proposes a name change for the School of General Academics to "University College." Units within University College are Integrated Studies, Committee on Interdisciplinary Studies, Honors, Basic Composition, College Success Studies, Developmental Mathematics, English as a Second Language, Academic Tutoring, and the Library.

<u>Need</u>: As UVSC is retitled to "University," the title of college is appropriately applied to administrative units within the institution. The School of General Academics needs to communicate the unique role and mission of the school to internal and external communities in order to serve students better. "University College" is a nationally known model found at many institutions. Various configurations exist but the name signifies opportunity for student success through curricular and co-curricular offerings, academic services and innovative programs. Timing the name change to coincide with the institution's change to university status serves as an additional and significant indicator of the new university role.

Institutions with a similar University College are Kennesaw State University, Indiana University-Purdue University Indianapolis, Arizona State University, Ohio University, and University of Arizona.

<u>Institutional Impact</u>: As integrated efforts are being implemented across the institution to provide positive experiences for students, the proposed renaming adds significance to the unique mission of University

College to provide opportunities for student success by promoting student development, support, enrichment and engagement. More visibility for the variety of programs, departments, and academic support services within the school will positively affect enrollments in other instructional programs through improved retention of students.

"University College" connotes cross-functional, interdisciplinary partnerships. Since those collaborative relationships and a centralized mission are currently in place and operational, no new programs will be required with the name change. The proposed action is a renaming for the group of existing units.

<u>Finances</u>: Since the proposed change is chiefly a name change, associated costs will only be those that naturally accompany increases in the number of students served at the institution. Rather than incurring increased cost, this proposal is directed at cost savings through communication and integration of efforts to improve retention.

### B. Name Change – The College of Science and Health

**Request**: The School of Science and Health will be renamed the College of Science and Health.

**Need**: This name change coincides with the changing status of UVSC to become UVU. The "School" will be more accurately described and will more closely reflect the status of UVU when it is renamed a "College."

<u>Institutional Impact</u>: The College does not anticipate changes in enrollments, instructional programs of affiliated departments or programs. Administrative structure of the proposed "college" will not be impacted. The number of faculty and staff has increased somewhat with anticipation of the changing status of UVSC to UVU to meet the standards for teaching load and ratio of adjuncts to full-time faculty suggested by the Board of Regents. No impact upon physical facilities, equipment or instrumentation is anticipated.

<u>Finances</u>: The College anticipates small costs associated with the change in status of the School to become a College. These costs will be associated with changing signage, paper products, e-mail addresses and other small expenses. Since the university letterhead change will occur at the same time as the change in college name, and the university letterhead and signage changes have already been anticipated, additional expenses will be minimal.

## C. Restructuring and Name Change – The College of Humanities and Social Sciences; The School of the Arts

**Request**: The current School of Humanities, Arts, and Social Sciences (HASS) will be divided into a College of Humanities and Social Sciences and a School of the Arts.

This reorganization will not affect courses or credits. The College of Humanities and Social Sciences will include the current departments of Behavioral Science, Communication, History & Political Science, Languages, English & Literature, and Philosophy & Humanities. The School of the Arts will include the current departments of Art & Visual Communication, Dance, Music, and Theatrical Arts for the Stage and Screen, and the Woodbury Museum.

**Need**: The justification for this reorganization is a function of two characteristics of the current School of Humanities, Arts, and Social Sciences: size and diversity.

HASS currently houses 147 full-time faculty (approximately 33 percent of UVSC's total). The diversity among the departments presents a challenge to any single administrative unit. There are a total of 16 bachelor's degrees, 30 different emphases, 12 associate's degrees, and 12 minors. As the transition to a regional university continues, it is possible that some of the departments in the two entities will develop graduate programs, further complicating the picture and adding to what would be an unmanageable administrative burden without this proposed adjustment.

Moreover, the proposed reorganization is more typical of what is found at comprehensive regional universities. A similar organization exists at UVSC's official comparison institutions. For example, James Madison University has a College of Arts and Letters and a College of Visual and Performing Arts; Eastern Washington University has a College of Arts and Letters and a College of Social and Behavioral Sciences.

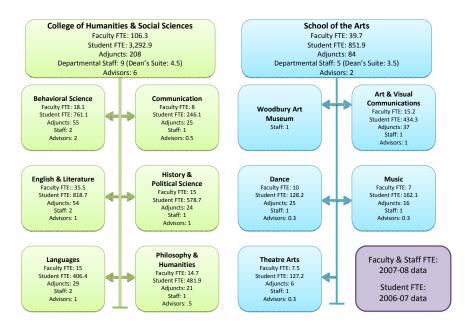
There is a need for the departments relating to the fine and performing arts to have their own leadership at the dean level. This will facilitate their ability to attract and retain students. Their effectiveness in raising funds will be improved by having a dedicated administrative unit that can guide fund-raising efforts for building a new Fine and Performing Arts Center which is desperately needed. The faculty members in these departments need someone in the dean's position who is more familiar with the unique aspects of their disciplines and can better guide their professional development. This is becoming even more critical in the university approach to areas of tenure, promotion, post-tenure review, and merit.

<u>Institutional Impact</u>: It is not anticipated that this proposal will result in any immediate changes in enrollment in instructional programs of affiliated departments or programs. There is a potential for enrollments in the School of the Arts to increase as it is increasingly viewed as a separate entity rather than being overshadowed by the Humanities and Social Sciences component of the current School of HASS.

The proposed School of the Arts will require a new Dean, Associate Dean, and support staff. This proposal does not include any requests for new faculty or new physical facilities. The Dean's office for the proposed School of the Arts will occupy existing space in the Gunther Trades building which is where three of the four departments are located. There will be a need for new office furniture and computers for the new staff hires. Through a recent gift, the Noorda Regional Children's Theater is being added nearby. Ultimately, the School of the Arts will be housed in a new Fine and Performing Arts Center, fund raising for which is already underway.

<u>Finances</u>: There are substantial costs associated with this reorganization. \$300,000 has been allocated for new positions to pursue this proposal. A recent position vacancy has made available another \$85,000. These funds will be adequate for making an effective transition to the new School and its administration.

In order to visualize the proposed changes, an organizational chart is provided below.



D. Name Change and Restructuring – The College of Technology and Computing; restructured with a School of Applied Technology and Construction, a School of Computing and Engineering, the Aviation Science Program, the Emergency Services Programs, and the Culinary Arts Institute

<u>Request</u>: The UVSC School of Technology and Computing will make a name change to the College of Technology and Computing. Within the College will be two Schools: The School of Applied Technology and Construction and the School of Computing and Engineering.

The School of Applied Technology and Construction will include the following departments: Automotive Technologies, Construction Technologies, Technology Management, Electrical and Robotics Technology and Engineering Graphics & Design Technology. The School of Computing and Engineering will include the following departments: Computer Science and Engineering, Information Systems and Technology, and Digital Media.

In addition to the two Schools described above, the College will include the Aviation Science program, the Emergency Services program and the Culinary Arts Institute. The Aviation Science program and the Culinary Arts Institute each include a single academic department. The Emergency Services program includes the Department of Emergency Services, the Department of Criminal Justice/Law Enforcement, the Utah Fire and Rescue Academy, and the Police Academy.

**Need**: With UVSC becoming UVU there is a need to align the names of the units within the university to reflect their role in a university setting. The College designation has been chosen to reflect the variety of programs found within the organization. The unique features and goals of the faculty and the students of these various units will best be served by their identification and administrative organization as proposed.

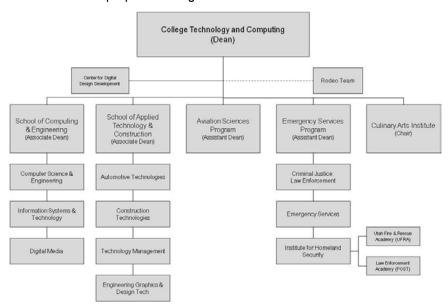
The two Schools and the program units have either similar disciplines, similar accrediting organizations, or they are singularly unique. Faculty work, preparation, and credentials are more appropriately common and promote harmony and synergy in these administrative units.

Institutional Impact: Internal reallocation of positions is the principal means of filling appropriate associate dean, assistant dean, and coordinator positions. Two associate deans will assist with the operational functions of the Schools. One associate dean currently exists in the School of Technology and Computing; an additional associate dean position has been created by re-purposing an assistant dean position. The existing assistant dean is retiring and the new associate dean position will be funded by reallocating existing funds.

Department chairs currently administer the Aviation Science and Emergency Services programs. Those two positions will be re-slotted as assistant deans to better match the complexity of the programs. No additional funding will be required for the re-slotting. The Criminal Justice program, currently in the Woodbury School of Business will be transferred to the Emergency Services programs with its department chair and programs and be renamed the Department of Criminal Justice/Law Enforcement. The Law Enforcement Academy, which provides POST training, and its Director will also transfer from administration under the Woodbury School of Business to the Emergency Services programs.

<u>Finances</u>: There will be minimal costs associated with this change. Some costs will be those associated with signage and printing. Costs associated with signage and printing will be correlated with similar costs incurred by the transition to University status. Other impacts are noted in the impacts in the section above.

An organization chart view of the proposed reorganization is included below.



### E. Name Changes in the Department of Emergency Services

**Request**: The Department of Emergency Services proposes the following changes and new emphasis:

- Change the existing Bachelor of Science degree name from "Public Emergency Services Management" to "Emergency Services Administration."
- 2. Convert the existing Bachelor of Science degree to an emphasis, "Emergency Management." within the existing degree.
- 3. Add an additional Bachelor of Science degree emphasis (Emergency Care) to the existing degree.

- 4. Change the existing Associate in Science, Associate in Applied Science, and Bachelor of Science in Technology Management Specialization names from "Fire Science" to "Emergency Services."
- 5. Change the existing emphasis of "Firefighter/Paramedic" to "Firefighter/Emergency Care" in the Associate in Applied Science degree.

**Need**: There is an increased demand for both private and public sector emergency administration and management. The existing name, "Public Emergency Services Management," infers that only "public" sector issues are addressed. Changing the degree name allows for varied emphases. The "Emergency Care" emphasis will allow a substantial (50 – 75 percent) increase in graduation rates for AS, AAS, and BS students. The existing "Paramedic" program reflects academic rigor of upper-division course work.

The Emergency Services Department offers a Bachelor of Science in Public Emergency Services Management. Creation of this Emergency Management emphasis meets the needs of employees in full-time career fire departments in the state while granting a BS degree for completed course work.

The existing BS in Public Emergency Services Management primarily meets the needs of firefighters already affiliated with an emergency services organization, but does not meet the needs of aspiring emergency services employees. This new Emergency Care emphasis provides a degree option for preservice students to meet increased knowledge and skill requirements of Emergency Medical Service (EMS) providers.

### Other observations include:

- The need for EMS education has increased beyond the courses currently offered.
- Existing lower-division EMS course work does not meet all the needs of students and/or potential employers.
- An Emergency Care emphasis will address the needs of several audiences.
- Individuals already employed with an emergency services organization, specifically career firefighters in the public, private, and federal sector, will have another baccalaureate option.

### **Institutional Impact**

- 1. Enrollment in two courses offered by the School of Business is expected to increase (no more than 15 total students per semester) as a result of "Emergency Care" students taking these required courses.
- 2. Existing administrative structures (faculty, facilities, materials, etc.) are expected to meet present and future demand. An additional faculty position has been approved beginning the Fall 2008 semester.
- 3. The addition of this emphasis will meet the needs of students seeking a career in this specific area of emergency services. Local, state, and federal employers in this specialized field will recruit graduates resulting in a heightened awareness of UVSC and its programs.

<u>Finances</u>: Existing administrative structures (faculty, facilities, materials, etc.) are expected to meet present and future demand. An additional faculty position has been approved beginning the Fall 2008 semester. Modified courses will be taught by existing full-time faculty and adjunct instructors. There are no new courses in the program.

### Commissioner's Recommendation

| Commissioner recommends that the Regents review these information items. No action is required |
|------------------------------------------------------------------------------------------------|
|------------------------------------------------------------------------------------------------|

| David L. Buhler |                            |
|-----------------|----------------------------|
| Interim Commis  | sioner of Higher Education |

DLB/HPN

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Presidential Salaries for 2008-2009

It has been the practice of the Board of Regents to approve salary increases for Presidents and the Commissioner at the May/June Board meeting. Often these increases reflect the standard percentage of increase funded by the Legislature for faculty and staff. On other occasions, the Board has found it prudent to make special adjustments to presidential salaries in order to continue to have competitive salary levels. For presidents recently appointed, salaries were established at the time of appointment at what was perceived to be market level at that time.

The Board of Regents utilizes several criteria when setting salary levels for institutional Presidents and the Commissioner. It should be noted that no President requested a salary increase and several have resisted salary increases in past years. The proposed salaries, in part, are influenced by the following policy issues:

- 1. Salaries should reflect the size, scope of programs, and administrative complexity of the institution. Preferably, presidential salaries of the ten institutions should be arrayed in rank order to clearly reflect these characteristics. It is occasionally necessary to "right-size" salaries.
- 2. In order for USHE to recruit and retain qualified Presidents, USHE salaries should be competitive compared to presidential salaries at peer institutions. In cases where USHE salaries are far from peer averages, achieving market levels may need to be a multi-year process.
- 3. Salaries should also reflect the length of service of the President and the extent to which the President is meeting institutional and Regents' expectations.
- Attention should be given to the fact that salaries of new presidents have been set closer to market value at the time of appointment. This has created some internal inequities which should be addressed.

| Regent Jerry Atkin, Chair of the Compensation Committee, has participated in discussion of the         | se |
|--------------------------------------------------------------------------------------------------------|----|
| proposed salaries. A list of proposed presidential salaries for FY09 will be hand-carried to the May 3 | 0  |
| meeting.                                                                                               |    |

### Commissioner's Recommendation

The Commissioner recommends that the Board of Regents review information presented on presidential salaries and approve a 2008-2009 salary for each president and the Commissioner.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Utah Valley State College – Property Purchase</u>

### <u>Issue</u>

Utah Valley State College (UVSC) officials wish to purchase, in cooperation with the UVSC Foundation, land and buildings located adjacent to the campus.

### Background

UVSC has for some time been interested in acquiring an adjacent parcel of land known as the Murdock property. This property consists of 2.83 acres with four buildings totaling 22,116 square feet. The current appraised value is \$2,545,000. The tentative purchase price is \$2,530,000. Funds for the purchase will come from two sources – a loan from the UVSC Foundation of \$2,100,000 and institutional contingency funds of \$430,000. The proposed loan would be for 15 years at 6 percent interest, with annual payments of \$216,221.80.

College officials believe the main level of the largest building will serve well as a hosting and reception area. Remaining spaces in the four buildings can be converted, with moderate expense, into office space supporting the UVSC Advancement Department and Alumni Relations. USVC representatives will be available at the Board meeting to answer specific questions regarding the property and plan of financing.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request from UVSC to purchase, in cooperation with the UVSC Foundation, the Murdock property adjacent to campus for a purchase price at or near the appraised value of \$2,545,000.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS/KLH Attachments

### **Murdock Property**

### **Issue:**

Recommend purchase of real property consisting of the Murdock home, guest home, and two additional properties for \$2.5 million for UVU Advancement office space and hosting.

The university is asking for a \$2.1 million loan for 15 years at 6% interest which results in an annual payment to the foundation of \$216,221.80. This investment nets the foundation \$1,143,327.06 of interest over the fifteen year period.

### **Background:**

1211 South 490 West 2,696 Square Feet .19 acres

Appraised value: \$235,000

1208 South 490 West 2,026 square feet .16 acres

Appraised value: \$195,000

543 West 1200 South (Guest Home) 6,058 Square Feet Unfinished Basement .7 acres

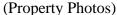
Appraised value: \$490,000

519 West 1200 South 11,336 square feet 1.84 acres Appraised value: \$1,625,000

### **Totals:**

22116 square Feet 2.89 acres

Appraised value: \$2,545,000





### **Recommendation:**

UVSC Foundation loan UVSC \$2.1 million over 15 years at 6 percent for the purchase of the Murdock Property. The college will purchase the additional two homes for \$430,000 from institutional contingency.

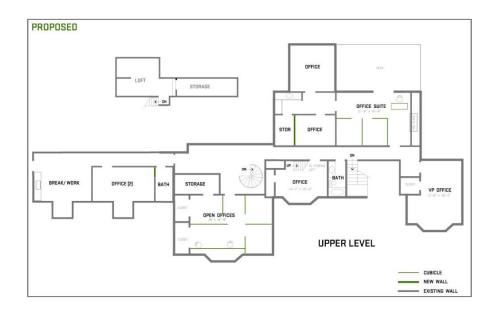
### **Master Plan**

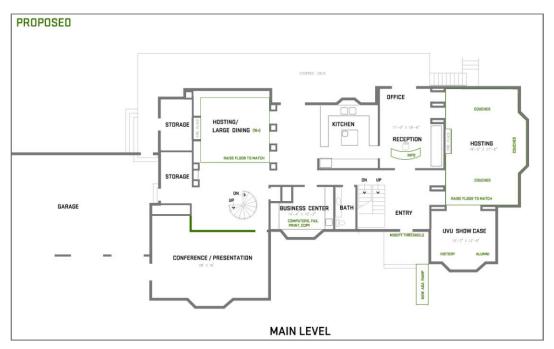


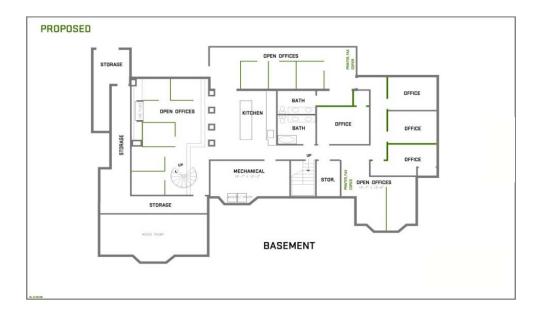
### **Amortization Table**

|            | Annu<br>Loan I<br>Number of Payr | Enter Values  Loan Amount al Interest Rate Period in Years ments Per Year art Date of Loan | \$2,100,000.00<br>6.00 %<br>15<br>1<br>7/1/2008 |                  | Sch | Sche<br>neduled Numb<br>Actual Numb | Loan Summary<br>eduled Payment<br>er of Payments<br>er of Payments<br>Early Payments<br>Total Interest | S  | 15<br>15<br>- |                    |
|------------|----------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------|------------------|-----|-------------------------------------|--------------------------------------------------------------------------------------------------------|----|---------------|--------------------|
| L          | ender Name: UV                   | extra Payments                                                                             | to UVSC                                         |                  |     |                                     |                                                                                                        |    |               |                    |
| Pmt<br>No. | Payment<br>Date                  | Beginning<br>Balance                                                                       | Scheduled<br>Payment                            | Extra<br>Payment |     | Total<br>Payment                    | Principal                                                                                              |    | Interest      | Ending<br>Balance  |
| 1          | 7/1/2009 \$                      | 2,100,000.00                                                                               | \$ 216,221.80                                   | \$<br>-          | \$  | 216,221.80                          | \$ 90,221.80                                                                                           | \$ | 126,000.00    | \$<br>2,009,778.20 |
| 2          | 7/1/2010                         | 2,009,778.20                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 95,635.11                                                                                              |    | 120,586.69    | 1,914,143.08       |
| 3          | 7/1/2011                         | 1,914,143.08                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 101,373.22                                                                                             |    | 114,848.58    | 1,812,769.86       |
| 4          | 7/1/2012                         | 1,812,769.86                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 107,455.61                                                                                             |    | 108,766.19    | 1,705,314.25       |
| 5          | 7/1/2013                         | 1,705,314.25                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 113,902.95                                                                                             |    | 102,318.86    | 1,591,411.30       |
| 6          | 7/1/2014                         | 1,591,411.30                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 120,737.13                                                                                             |    | 95,484.68     | 1,470,674.18       |
| 7          | 7/1/2015                         | 1,470,674.18                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 127,981.35                                                                                             |    | 88,240.45     | 1,342,692.82       |
| 8          | 7/1/2016                         | 1,342,692.82                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 135,660.23                                                                                             |    | 80,561.57     | 1,207,032.59       |
| 9          | 7/1/2017                         | 1,207,032.59                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 143,799.85                                                                                             |    | 72,421.96     | 1,063,232.74       |
| 10         | 7/1/2018                         | 1,063,232.74                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 152,427.84                                                                                             |    | 63,793.96     | 910,804.90         |
| 11         | 7/1/2019                         | 910,804.90                                                                                 | 216,221.80                                      | -                |     | 216,221.80                          | 161,573.51                                                                                             |    | 54,648.29     | 749,231.39         |
| 12         | 7/1/2020                         | 749,231.39                                                                                 | 216,221.80                                      | -                |     | 216,221.80                          | 171,267.92                                                                                             |    | 44,953.88     | 577,963.47         |
| 13         | 7/1/2021                         | 577,963.47                                                                                 | 216,221.80                                      | -                |     | 216,221.80                          | 181,544.00                                                                                             |    | 34,677.81     | 396,419.47         |
| 14         | 7/1/2022                         | 396,419.47                                                                                 | 216,221.80                                      | -                |     | 216,221.80                          | 192,436.64                                                                                             |    | 23,785.17     | 203,982.83         |
| 15         | 7/1/2023                         | 203,982.83                                                                                 | 216,221.80                                      | -                |     | 203,982.83                          | 191,743.86                                                                                             |    | 12,238.97     | 0.00               |

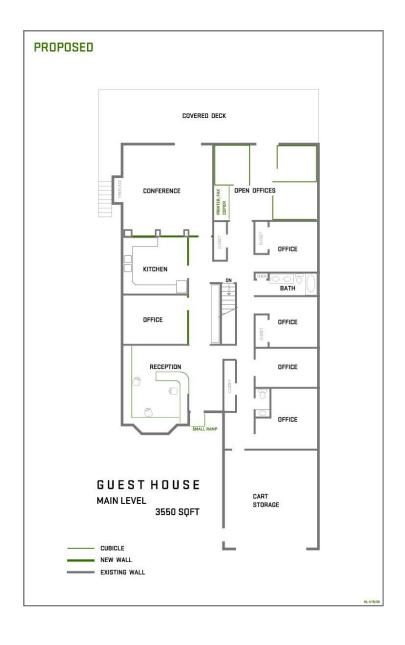
## Murdock Main House Floor Plans

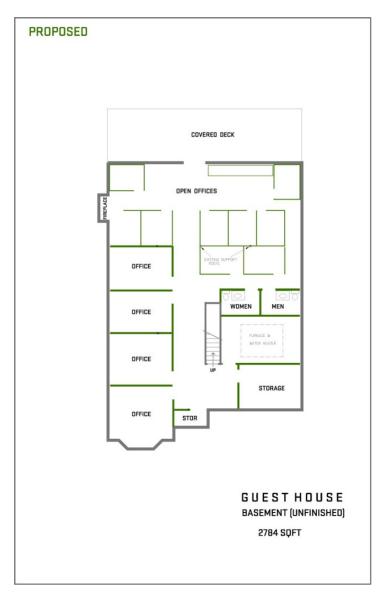






# Murdock Guest House Floor Plans





### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Presidential Salaries for 2008-2009

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|--------------------------------------------------------------------------------------------------------|----|
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| meeting.                                                                                               |    |

### Commissioner's Recommendation

The Commissioner recommends that the Board of Regents review information presented on presidential salaries and approve a 2008-2009 salary for each president and the Commissioner.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS

### MEMORANDUM

TO: Jerry Atkin

FROM: Mark H. Spencer

SUBJECT: <u>Capital Delegation</u>

I have reviewed the Administrative Reports from the University of Utah and Utah State University. I recommend that the reports be approved.



Office of the Vice President for Administrative Services

May 2, 2008

David L. Buhler Interim Commissioner of Higher Education Board of Regents Building, The Gateway 60 South 400 West Salt Lake City, UT 84101-1284

Re: Delegated Projects Report for the Meeting of May 21, 2008

Dear Commissioner Kendall:

The status report of delegated projects to the University of Utah is enclosed for the Utah State Building Board.

Please call me at 581-4525 if there are any questions.

Sincerely,

Kenneth E. Nye, Director

Facilities Management Business Services

Enclosures

c: Mark Spencer, Associate Commissioner for Finance

State Board of Regents



Office of the Vice President for Administrative Services

### **MEMORANDUM**

To:

Utah State Building Board

From:

Kenneth Nye

Date:

May 2, 2008

Subject:

Administrative Reports for University of Utah

The following is a summary of the administrative reports for the University of Utah:

### Professional Services Agreements (Page 1)

The Professional Services Agreements awarded during this period consist of:

3 Design Agreements, 1 Programming/Planning Agreement, 0 Study/Other Agreements.

No significant items.

### **Construction Contracts** (Page 2)

The Construction Contracts awarded during this period consist of:

0 New Space Contracts, 3 Remodeling Contracts, 3 Site Improvement Contracts.

No significant items.

### Report of Project Reserve Fund Activity (Page 3)

Increases: None.

Decreases: None

### Report of Contingency Reserve Fund (Page 4)

Increases: None

### Decreases:

HEB North, Fire Sprinkler Upgrade

This transfer was to provide additional lighting in the conference room which was retrofitted as part of the scope of work.

Attachments



# THE UNIVERSITY Professional Services Agreements OFUTAH Awarded From March 21, 2008 to May 2, 2008

| Item   | Design                |                                                                         |                                           |                |                 |
|--------|-----------------------|-------------------------------------------------------------------------|-------------------------------------------|----------------|-----------------|
| Number | Number Project No.    | Project Name                                                            | Firm Name                                 | Project Budget | Contract Amount |
| -      | 20015                 | South Medical Terrace Roof<br>& Concrete Repairs                        | EDA Architects                            | \$300,000      | \$30,418        |
| 64     | 13198                 | University of Utah<br>Hígh Temperature Water Lines<br>Replacement       | Colvin Engineering Associates, Inc.       | \$1,384,050    | \$25,000        |
| က      | 13350                 | Health Profession Education Building<br>Emergency Generator Replacement | Ken Garner Engineering, Inc.              | \$238,000      | \$14,800        |
|        | Programming/ Planning | nning                                                                   |                                           |                |                 |
| 4      | 20014                 | North East Medical Terrace<br>Restoration - Feasibility Study           | Reaveley Engineers + Associates, Inc. TBD | TBD            | \$12,340        |
|        | Study/ Other          |                                                                         |                                           |                |                 |



# UNIVERSITY Construction Contracts OFUTAH Awarded From March 21, 2008 to May 2, 2008

| Item   | Construction - New Space        | New Space                                                                                                              |                                   |                                                                         |                |                 |
|--------|---------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------|----------------|-----------------|
| Number | Project No.                     | Project Name                                                                                                           | Firm Name                         | Design Firm                                                             | Project Budget | Contract Amount |
|        | Construction - Remodeling       | Remodeling                                                                                                             |                                   |                                                                         |                |                 |
| ~      | 13303                           | A. Ray Olpin Union<br>West Food Court Restroom Remodel                                                                 | Archer Construction, Inc.         | Gould Evans<br>Associates, L.C.                                         | \$300,000      | \$168,064       |
| 81     | 13337                           | School of Medicine<br>Remodel Room 3C310 - Millwork                                                                    | Great Basin Cabinetry, Inc.       | FFKR Architects                                                         | \$1,500,000    | \$154,893       |
| က      | 13092                           | University Student Apartments North<br>Tower - Fire Alarm and Sprinklers                                               | Ken Garner Engineering, Inc.      | (en Garner Engineering, Inc. Big-D Construction Corporation \$2,335,000 | \$2,335,000    | \$1,503,132     |
| Const  | Construction - Site improvement | provement                                                                                                              |                                   |                                                                         |                |                 |
| 4      | 12886                           | John R. Park Building<br>Attic, Basement, 4th Floor Asbestos<br>Abatement and Lead-Based Paint<br>Removal and Disposal | Eagle Environmental, Inc.         | Wilson Consulting<br>Services, Inc.                                     | \$8,243,673    | \$68,393        |
| ហ      | 20007                           | University of Utah Parking Lots<br>22, 30, 66 and Salt Pond Renovation                                                 | Kilgore Paving and<br>Maintenance | Cliff Berkey Engineering, PLLC \$500,000                                | \$500,000      | \$289,340       |
| Ģ      | 20006                           | University of Utah<br>Road Renovations - Five Locations                                                                | Kilgore Paving and<br>Maintenance | Cliff Berkey Engineering, PLLC \$461,000                                | \$461,000      | \$259,952       |



### UNIVERSITY Report Of Project Reserve Fund Activity OF UTAH For the Period of March 21, 2008 to May 2, 2008 **University Of Utah**

| PROJECT<br>NUMBER | PROJECT TITLE                      | TRANSFER<br>AMOUNT | DESCRIPTION FOR CONTINGENCY TRANSFER | % OF<br>CONSTR. |
|-------------------|------------------------------------|--------------------|--------------------------------------|-----------------|
| 1332.             | BEGINNING BALANCE                  | 438,290.02         |                                      | BUUGET          |
|                   | INCREASES TO PROJECT RESERVE FUND: |                    |                                      |                 |
|                   | DECREASES TO PROJECT RESERVE FUND: |                    |                                      |                 |



# University Of Utah UNIVERSITY OF UTAH For the Period of March 21, 2008 to May 2, 2008

| O M                                   | <u></u>          | 0085-13049 Н                      | Z)         | Z                | 0                                     |      | <del></del>                           | В                 |                     | PROJ. NO.            |
|---------------------------------------|------------------|-----------------------------------|------------|------------------|---------------------------------------|------|---------------------------------------|-------------------|---------------------|----------------------|
| ENDING BALANCE<br>01-00341-7000-05107 | PLANNING / OTHER | HEB North, Fire Sprinkler Upgrade | REMODELING | NEW CONSTRUCTION | DECREASES TO CONTINGENCY RESERVE FUND |      | INCREASES TO CONTINGENCY RESERVE FUND | BEGINNING BALANCE |                     | DESCRIPTION          |
| 2,574,846.68                          |                  | -1,438.00                         |            |                  |                                       |      |                                       | 2,576,284.68      |                     | CURRENT<br>TRANSFERS |
|                                       |                  | 175,274.11                        |            |                  |                                       | **** |                                       |                   | FROM<br>CONTINGENCY | TOTALS<br>TRANSFERS  |
|                                       |                  | 11.18%                            |            |                  |                                       |      |                                       |                   | BUDGET              | % TO<br>CONSTR.      |
|                                       |                  | Construction                      |            |                  |                                       |      |                                       |                   |                     | PROJECT<br>STATUS    |



OFFICE OF THE VICE PRESIDENT FOR FINANCE AND BUSINESS 1445 Old Main Hill Logan, UT 84322-1445 (435) 797-1146 FAX: (435) 797-0710

30 April 2008

David L Buhler, Interim Commissioner Utah System of Higher Education Board of Regents Building, The Gateway 60 South 400 West Salt Lake City, Utah 84101-1284

Dear Commissioner:

SUBJECT:

USU Administrative/Delegation Reports

The following is a summary of the administrative reports for USU for the period 03/19/08 to 04/30/08 The reports are submitted to the Commissioner's Office at the same time they are submitted to DFCM

### Professional Contracts, 5 contracts issued (Page 1)

Item 1, CEP Chillers - The A/E fees for this project have exceeded what was anticipated because of studies and design needed to determine the best use of the funds. There are insufficient funds in the project to do all the work that has been designed and that is needed. Future capital improvement requests will be made to finish the project.

### Construction Contracts, 11 contracts issued (Page 2)

Item 2, Engineering Lab Fire Alarm (Sprinkler system) - The scope of this project has changed from a fire alarm to a sprinkler system. In studying the project, it made more sense to start with providing fire sprinkling to the building before a new fire alarm system is installed. Current codes require a much more stringent fire alarm system be designed if a building does not have a sprinkling system. The intent of this project now is to put the Fire Alarm funding toward the first phase of the fire sprinkler and then complete the fire sprinkler and alarm system with future capital improvement requests

Item 4, Military Science ROTC Renovation - The construction budget for the project was \$67,227 In order to award a contract for \$70,574 18 to USU Facilities, the difference of \$3,347 18 will be transferred from the Project Reserve Fund

### Report of Contingency Reserve Fund (Page 3)

No significant items

### Report of Project Reserve Fund Activity (Page 4)

A decrease of \$3,347 18 has been made from the Project Reserve Fund for the Military Science ROTC Renovation as explained above

### Current Delegated Projects List (Pages 5-6)

Of USU's 65 current projects, 9 are in the Design/Study phase, 39 in Construction, 16 are Substantially Complete, and 1 Complete

Sincerely,

Tred Attendants
Fred R. Hunsaker

Interim Vice President for

**Business and Finance** 



### Professional Contracts Awarded From 03/19/08 to 04/30/08

Office of the Vice President for Business and Finance 1445 Old Main Hill Logan, UT 84322-1445

| Contract Name                                                             | Firm Name                 | A/E Budget   | Fee Amount Comments | Comments                                                                                                           |
|---------------------------------------------------------------------------|---------------------------|--------------|---------------------|--------------------------------------------------------------------------------------------------------------------|
| 1 CEP Chillers                                                            | The RMH Group             | \$128,205.00 | \$156,808.00        | \$156,808.00 Includes design for future capital improvement projects. Balance needed from other line item budgets. |
| 2 NFS 248 Remodel                                                         | Architectural Design West | \$31,800.00  | \$31,800.00         |                                                                                                                    |
| <ol> <li>Engineering Lab Fire Alarm (Sprinkler system)</li> </ol>         | Ken Garner Engineering    | \$20,000.00  | \$7,500.00          | \$7,500.00 Design for corridor lighting phase                                                                      |
| 4 UWRL Hydraulics Laboratory                                              | ARW Engineers             | \$75,000.00  | \$6,700.00          | \$6,700.00 Structural engineering                                                                                  |
| MISCELLANEOUS CONTRACTS                                                   |                           |              |                     |                                                                                                                    |
| <ul><li>5 Agricultural Buildings Relocation<br/>(Equine Center)</li></ul> | Layton Construction       | \$5,000.00   | \$5,000.00 Stipend  | Stipend                                                                                                            |



Awarded From 03/19/08 to 04/30/08

**Construction Contracts** 

1445 Old Mam Hill

Office of the Vice President for Business and Finance Logan, UT 84322-1445

| Project                                                                     | Firm Name                       | Design Firm                           | Const Budget | Const Budget Contract Amt Comments                                                        |
|-----------------------------------------------------------------------------|---------------------------------|---------------------------------------|--------------|-------------------------------------------------------------------------------------------|
| 1 Steam/Condensate Upgrades<br>FY08                                         | . A.H. Palmer & Sons            | ultants                               | \$420,135.00 | \$420,000.00                                                                              |
| <ul><li>2 Engineering Lab Fire Alarm (Sprinkler system)</li></ul>           | Spindler Construction           | Spectrum Engineers                    | \$200,000.00 | \$200,000.00 Fire sprinkler system                                                        |
| <ol> <li>Engineering Lab Emergency<br/>Lighting Upgrade</li> </ol>          | Tec Electric                    | Ken Garner Engineering                | \$164,000.00 | \$148,459.00                                                                              |
| 4 Military Science ROTC<br>Renovation                                       | USU Facilities                  | Architectural Nexus                   | \$67,227.00  | \$70,574.18 The difference of \$3,347.18 will be transferred from the Project Bid Reserve |
| 5 Auditorium Upgrades                                                       | USU Facilities                  | USU Facilities Planning<br>and Design | \$200,000.00 | \$7,615.31 Wheelchair lift modifications                                                  |
| MISCELLANEOUS CONTRACTS                                                     | CTS                             |                                       |              |                                                                                           |
| 6 Auditorium Upgrades                                                       | The Elevator Company            | USU Facilities Planning<br>and Design | \$7,860.00   | \$7,860.00 Equipment only/platform lift                                                   |
| 7 New Well (Industrial Science)                                             | USU Facilities                  | USU Facilities Planning<br>and Design | \$7,860.00   | \$7,860.00 Telemetry equipment                                                            |
| 8 High Voltage Upgrades FY07                                                | Megger                          | USU Facilities Planning<br>and Design | \$6,296.25   | \$6,296.25 Equipment only/substation transformer                                          |
| <ul><li>9 Agricultural Buildings<br/>Relocation (Weather station)</li></ul> | Copper Mountain Electric        | USU Facilities Planning<br>and Design | \$6,198.00   | \$6,198.00 Permanent power to weather station                                             |
| 10 SER Data Center Upgrade<br>Phase I                                       | Federal Communications<br>Group | USU Facilities Planning<br>and Design | \$5,184.00   | \$5,184.00 Labor only                                                                     |
| 11 Fire Extinguishers                                                       | Utah Fire Equipment             | USU Facilities Planning<br>and Design | \$18,692.00  | \$5,123.12 Equipment only                                                                 |



### Report of Contingency Reserve Fund From 03/19/08 to 04/30/08

Office of the Vice President for Business and Finance

1445 Old Main Hill

Logan, UT 84322-1445

| Project Title                          | Current<br>Transfers | Total<br>Transfers<br>To (From)<br>Contingency | % to<br>Construction<br>Budget | Project Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | %<br>Completed<br>(Paid) |
|----------------------------------------|----------------------|------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| BEGINNING BALANCE                      | \$575,328.80         |                                                |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |
| INCREASES TO CONTINGENCY RESERVE FUND  |                      |                                                |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |
| None                                   |                      |                                                |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |
| DECREASES TO CONTINGENCY RESERVE FUND  | <u> </u>             |                                                |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |
| Classroom Upgrades FY08 (Change order) | (4,719.47)           | (11,950.71)                                    | 1.75%                          | 1.75% Construction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 722%                     |
| contractor support)                    | (2,217.75)           | (22,650.79)                                    | 5.52%                          | 5.52% Construction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | %86                      |
| ENDING BALANCE                         | \$568,391.58         | , , , , , , , , , , , , , , , , , , ,          | 1999                           | The state of the s |                          |
|                                        |                      |                                                |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |

### UtahState

### Report of Project Reserve Fund Activity From 03/19/08 to 04/30/08

Office of the Vice President for Business and Finance 1445 Old Main Hill Logan, UT 84322-1445

| Project Title                     | Transfer<br>Amount | Description                                |   | % of<br>Construction<br>Budget |
|-----------------------------------|--------------------|--------------------------------------------|---|--------------------------------|
| BEGINNING BALANCE                 | \$243,858.62       |                                            |   |                                |
| INCREASES TO PROJECT RESERVE FUND |                    |                                            | , |                                |
| None                              |                    |                                            |   |                                |
| DECREASES TO PROJECT RESERVE FUND |                    |                                            |   |                                |
| Military Science ROTC Renovation  | (3,347.18)         | (3,347.18) Amount needed to award contract |   | 4.74%                          |
| ENDING BALANCE                    | \$240,511.44       |                                            |   |                                |



## Current Delegated Projects List 04/30/08

Office of the Vice President for Busmess and Finance 1445 Old Main Hill Logan, UT 84322-1445

| CAPITAL DEVELOPMENT/IMPROVEMENT         A08080         Transformer/High Voltage Distribution Line/Water System (2001 Utility Upgrade)         Partial Completion/Line/Water System (2001 Utility Upgrade)         Partial Completion/Line/Water System (2001 Utility Upgrade)         Partial Completion/Line/Water Station         Construction           A13267         Electrical Cabiling from North Sub-Station         Construction         Construction           A08072         And Burn Phorne and Controls         Substantial Completion (Performance) Hall         Substantial Completion (Construction Construction Construction State Remode)         A11544         A74 Barn Electrical Ubgrades FV07         A11544         A74 Barn Electrical Ubgrades Electrical Electrical Ubgrades Electrical Ubgra | Project<br>Number | Project Name                                                                   | Phase                           | Project<br>Budget |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------|---------------------------------|-------------------|
| Transformer/High Voltage Distribution Line/Water System (2001 Utility Upgrade) Campus Safety Lighting 2-3 Campus Safety Lighting 2-3 Electrical Cabling from North Sub-Station Wew Well (Industrial Science) Well Pump House and Controls CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) At Barn Electrical Upgrade Recital (Performance) Hall HPER Upgrades Floors A/C, Locks, Fire Alarms) At Barn Electrical Upgrade Recital (Performance) Hall HPER Upgrades Froor Veternary Science Fume Hood Upgrades From Electrical Upgrade Facilities Building Renovation and Addition Facilities Building Renovation and Addition ARC BSL-3 Facility Utan Botanical Complex Business Building Relocation ARC BSL-3 Facility Utan Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround ARC BSL-3 Facility Whith Voltage Upgrades FYO7 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades (Various Buildings) Jold Mann Entrance Auditorium Upgrades (Various Buildings) Jold Mann Entrance Ammal Science Window Replacement Fire Alarm Upgrades Window Replacement                                                                                                                                                                                                            | CAPITAL DEV       | ELOPMENT/IMPROVEMENT                                                           |                                 |                   |
| Campus Safety Lighting 2-3 Campus Safety Lighting 2-3 Campus Safety Lighting 2-3 Electrical Cabling from North Sub-Station Wew Well (Industrial Science) Wew Well (Industrial Science) Well Pump House and Controls CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) Art Barn Electrical Upgrade Foreitrary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veternary Science Mechanical Upgrades Canousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Building Renovation and Addition Facilities Building Renovation and Addition ARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround Bush Turnaround High Voltage Ubgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades (Various Buildings) Old Mann Entrance Auditorium Upgrades (Various Buildings) Old Mann Entrance And Ammal Science Window Replacement Fire Alarm Ubgrades FY07 (Various Buildings) Old Mann Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A08080            | Transformer/High Voltage Distribution Line/Water System (2001 Utility Upgrade) | Partial Completion/Construction | \$990,000         |
| Campus Safety Lighting FY07  Campus Safety Lighting FY07  New Well Industrial Science)  PDECE Fire Alam Upgrade  Recital (Performance) Hall  HPER Upgrades (Floors, A/C, Locks, Fire Alarms)  Art Barn Electrical Upgrade  Neterinary Science Fume Hood Upgrades  Fume Hood Upgrades FY07  Veterinary Science Mechanical Upgrades  Carousel Square Remodel  Campus Electrical Upgrade  Carousel Square Remodel  Campus Electrical Upgrade  Facilities Building Renovation and Addition  Facilities Chiller, Transformer, Generator  Business Building Electrical Upgrade  Replace High Voltage Switches/Phase I  Agricultural Buildings Relocation  LaARC BSL-3 Facility  Utah Botanical Center Wetland Discovery Lab  West Housing/Parking Complex  Bus Turnaround  High Voltage Upgrades FY07  Kent Concert Hall Seating/Ceiling  SER Mechanical Upgrades (Various Buildings)  Old Main Entrance  Animal Science Window Replacement  Fire Alarm Upgrades FY07 (Vanious Buildings)  Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | A12309            | Campus Safety Lighting 2-3                                                     | Construction                    | 581,508           |
| Electrical Cabling from North, Sub-Station New Well (Industrial Science) Well Pump House and Controls CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) Art Barn Electrical Upgrade Vetermary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Vetermary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agroutural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades (Various Buildings) Old Main Entrance Animal Science Vindow Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1000              | Campus Safety Lighting FY07                                                    |                                 | 139,655           |
| New Well (Industrial Science) Well Pump House and Controls CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall Recital (Performance) Hall Recital (Performance) Hall Art Barn Electrical Upgrades Veterinary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation ARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades (Various Buildings) Old Main Entrance Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | A13267            | Electrical Cabling from North Sub-Station                                      | Construction                    | 187,000           |
| Well Pump House and Controls  CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) Art Barn Electrical Upgrade Veterinary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Campus Electrical Upgrade Facilities Building Removation and Addition Facilities Chiller, Transformer, Generator Business Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation ARC BSL-3 Facility Urah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades (Various Buildings) Old Main Entrance Auditorium Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | A08087            | New Well (Industrial Science)                                                  | Construction                    | 342,425           |
| CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) Art Barn Electrical Upgrade Veterinary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation ARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   | Well Pump House and Controls                                                   |                                 | 233,734           |
| Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) Art Barn Electrical Upgrade Veterinary Science Furne Hood Upgrades Furne Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Furne Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Building Renovation and Addition Facilities Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bwest Housing/Parking Complex Bwest Housing/Parking Complex Cent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | A11548            | CPD/ECC Fire Alarm Upgrade                                                     | Substantial Completion          | 154 453           |
| HPER Upgrades (Floors, A/C, Locks, Fire Alarms)  Art Barn Electrical Upgrade Veterinary Science Fume Hood Upgrades  Fume Hood Upgrades FY07  Veterinary Science Mechanical Upgrades  Carousel Square Remodel  Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Agricultural Buildings Relocation  Adentical Conter Wetland Discovery Lab  West Housing/Parking Complex  Bus Turnaround  High Voltage Upgrades FY07  Kent Concert Hall Seating/Ceiling  SER Mechanical Upgrades (Various Buildings)  Old Main Entrance  Animal Science Window Replacement  Fire Alarm Upgrades FY07 (Various Buildings)  Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A08072            | Recital (Performance) Hall                                                     | Substantial Completion          | 13 025 915 *      |
| Art Barn Electrical Upgrade Veterinary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | A08073            | 'C, Locks, Fire A                                                              | Substantial Completion          | 1.057.583         |
| Veterinary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | A11544            | Art Barn Electrical Upgrade                                                    | Construction                    | 19.209            |
| Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | A12820            | Veterinary Science Fume Hood Upgrades                                          | Substantial Completion          | 489.836           |
| Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   | Fume Hood Upgrades FY07                                                        | -                               | 279,926           |
| Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   | Veterinary Science Mechanical Upgrades                                         |                                 | 279,926           |
| Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | A08070            | Carousel Square Remodel                                                        | Substantial Completion          | 1.984.237         |
| Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Audiforium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | A13269            | Campus Electrical Upgrade                                                      | Construction                    | 326,222           |
| Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | A12895            | Facilities Building Renovation and Addition                                    | Construction                    | 1,017,096         |
| Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Land Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   | Facilities Chiller, Transformer, Generator                                     |                                 | 404,454           |
| Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Lahr Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | A13272            | Business Building Electrical Upgrade                                           | Substantial Completion          | 79,210            |
| Agricultural Buildings Relocation LARC BSL-3 Facility LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | A13273            | Replace High Voltage Switches/Phase I                                          | Construction                    | 139,630           |
| LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | A13216            | Agricultural Buildings Relocation                                              | Construction                    | 10,672,038 *      |
| Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A14093/A1409)     | 'LARC BSL-3 Facility                                                           | Substantial Completion          | 662,892           |
| West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | A14526            | Utah Botanical Center Wetland Discovery Lab                                    | Construction                    | 1,625,554         |
| Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A08070            | West Housing/Parking Complex                                                   | Substantial Completion          | 192,091           |
| High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | A15262            | Bus Turnaround                                                                 | Substantial Completion          | 1,435,468         |
| Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A15868            | High Voltage Upgrades FY07                                                     | Construction                    | 373,672           |
| SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | A15869            | Kent Concert Hall Seating/Ceiling                                              | Construction                    | 322,822           |
| Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | A15867            | SER Mechanical Upgrade/UPS Replacement                                         | Construction                    | 933,178           |
| Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | A15870            | eq                                                                             | Substantial Completion          | 300,036           |
| Old Main Entrance<br>Animal Science Window Replacement<br>Fire Alarm Upgrades FY07 (Various Buildings)<br>Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | A15871            | Auditorium Upgrades (Various Buildings)                                        | Substantial Completion          | 244,695           |
| Animal Science Window Replacement<br>Fire Alarm Upgrades FY07 (Various Buildings)<br>Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A15875            | Old Main Entrance                                                              | Substantial Completion          | 60,852            |
| Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | A15873            | Animal Science Window Replacement                                              | Construction                    | 460,694           |
| Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | A15874            | Fire Alarm Upgrades FY07 (Various Buildings)                                   | Construction                    | 189,950           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | A15303            | Old Main Hill Landscaping                                                      | Substantial Completion          | 271,944           |

| 208,150<br>100,000<br>133,213<br>345,073<br>457,187<br>96,133<br>452,954<br>1,116,011                                                                                                                                                                                                                                                                   | 145,576<br>193,520<br>236,000<br>471,940<br>376,068<br>282,051                                                                                                                              | 1,411,892<br>472,245<br>188,800<br>774,088<br>211,539<br>188,034<br>423,375                                                                                                                                                          | 78,642<br>188,932<br>308,127<br>18,692<br>47,009<br>100,000<br>336,442<br>99,467<br>998,766<br>5,920<br>5,920<br>5,920<br>1,000,000<br>1,000,000                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Construction Construction Substantial Completion Materials order Substantial Completion Program/Study Construction                                                                                                                                                                                                                                      | Construction Construction Design Partial Construction/Design                                                                                                                                | Construction Construction Construction Commissioning Design                                                                                                                                                                          | Construction Construction Construction Equipment order Construction Design/Study Construction Programming only Design Complete (Project canceled) Equipment/materials order Construction Materials order Design                                                                                                                                                                                                                                                                                       |
| Old Main Elevator Control Systems Campus Wireless Utility Network Maeser Lab Constant Temperature Room Building 86C/Wind Tunnel Replacement USU Airplane Hangar Emma Eccles Jones Center for Early Childhood Education/Phase II SDL Building #3 - Clean Lab Addition Housing Cat 6 Data/Wireless Upgrade Health, Life Safety & Code Compliance Projects | Engineering Lab Emergency Lighting Upgrades Engineering Lab Fire Alarm (Sprinkler system) Fume Hood Upgrades FY08 Campus-wide Medium Voltage Upgrades Fire Alarm Upgrades FY08 CEP Chillers | Steam/Condensate Upgrade FY08 (Maeser and Old Main Tunnels) Access Control/Security Systems Upgrades Classroom Upgrades FY08 Building Commissioning CEP Electrical Feed A/C & Controls Upgrade FY08 Military Science BOTC Benevation | Military Science ROTC Renovation Campus-wide Ventilation Tanner Fountain Fire Extinguishers Gas Line Replacements FY08 (800 E 1400 N/DHIA & Water Lab) Planning and Design Fund TSC 246 Registrar's Office Remodel Bingham Entrepreneurship and Energy Research Center Brigham City Science Lab Addition USTAR Biofuels Research Building/Caine Dairy SER Data Center Upgrade/Phase I Business Building Interior Finishes/Classroom Upgrades UWRL Hydraulics Laboratory NFS 248 Remodel (NEW PROJECT) |
| A15876<br>A15819<br>A15888<br>A07961<br>A13706<br>A14430<br>A16422<br>A16409                                                                                                                                                                                                                                                                            | A16875<br>A16875<br>A16967<br>A16878<br>A16873<br>A16881                                                                                                                                    | A16876<br>A16876<br>A16871<br>A16877<br>A16877<br>A16969                                                                                                                                                                             | A1589<br>A16968<br>A16872<br>A16785<br>A16786<br>A17575<br>A17742<br>A17742<br>A17691<br>A17693<br>A17693                                                                                                                                                                                                                                                                                                                                                                                             |

PAVING (STATEWIDE)
A08076 CPD Parking Lot (Changed from 900 East Rebuild)
A08076 Miscellaneous Paving

73,238 34,862

Substantial Completion Design

\$54,042,001

### **TOTAL** (65)

\* Project management delegated to USU.



OFFICE OF THE VICE PRESIDENT FOR FINANCE AND BUSINESS 1445 Old Main Hill Logan, UT 84322-1445 (435) 797-1146 FAX: (435) 797-0710

9 May 2008

David Buhler, Interim Commissioner Utah System of Higher Education Board of Regents Building, The Gateway 60 South 400 West Salt Lake City, Utah 84101-1284

Dear Mr Buhler:

Utah State University (USU) desires to acquire property located south of, but near, the current USU Tooele Regional Campus (USUTRC). The proposed property acquisition has been identified on the USU Master Plan for the Tooele Campus as needed to support future expansion and replacement of the present USUTRC (see the attached Preliminary Master Plan Study area in comparison to the existing Tooele Campus).

On April 2, 2008, the Tooele City Council approved Resolution 2008-11 authorizing the city administration to negotiate a real estate contract to transfer ownership of thirty (30) acres of land to USU and to give USU an option to purchase an additional twenty (20) adjoining acres within a few years. The City Redevelopment Agency Consultant has stated that the subdivision planning is to be completed within a few weeks and that such plans are to include the USUTRC Master Plan as presently envisioned by the USUTRC, the City, and the Tooele County School District. Therefore, USU has verbally agreed to acquire the land subject to approvals received by USU governing boards. Such approval is hereby requested on the conditions that there are no significant environmental problems that USU will have to remediate or cleanup and that the value of the land purchased by USU will not exceed the fair market value, as supported by an independent appraisal.

It is mutually understood that USU will provide land on which the School District may construct a Career Technology Education Center.

If USU acquires any of the property referred above, maintenance of such additional land will be supported by the USURTC until such time as state funding for Operation and Maintenance can be justified and approved.

USU has committed to the City to use all reasonable efforts to obtain the necessary approvals from the Board of Trustees and the Board of Regents. This request will be submitted to the USU Board of Trustees at their 23 May 2008 meeting and formal approval is expected. We request that this item be included in the Board of Regents 30 May 2008 meeting agenda for approval.

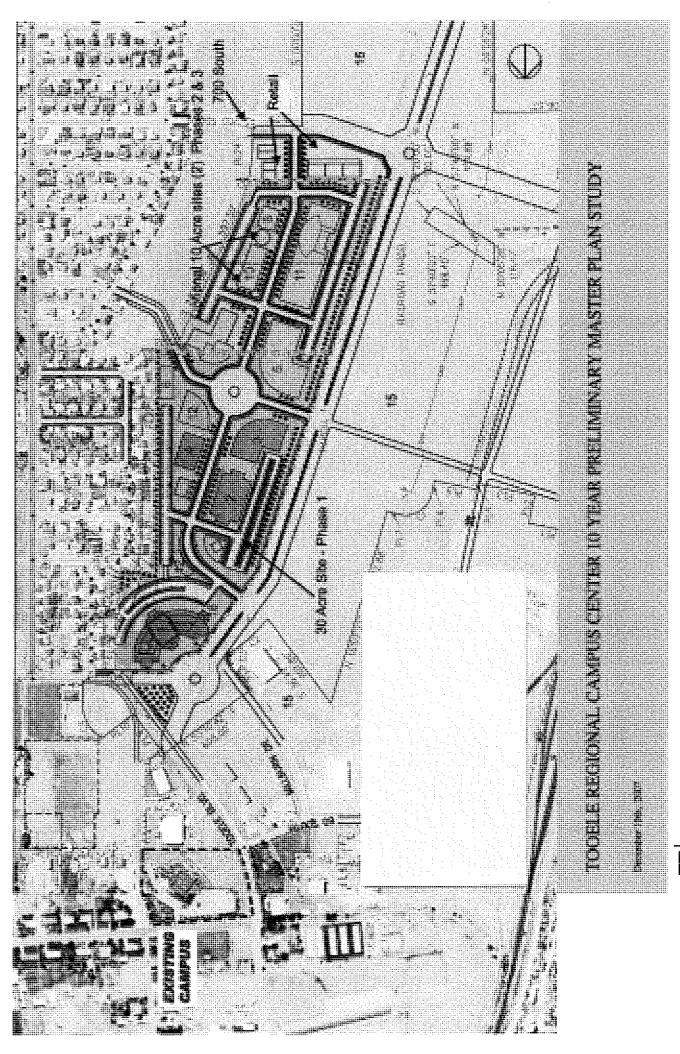
Sincerely,

Interim Vice President

for Business and Finance

c: Stan Albrecht Mark Spencer

Fred R. Hunsaker



Harris & Associates...



OFFICE OF THE VICE PRESIDENT FOR FINANCE AND BUSINESS 1445 Old Main Hill Logan, UT 84322-1445 (435) 797-1146 FAX: (435) 797-0710

9 May 2008

David Buhler, Interim Commissioner Utah System of Higher Education Board of Regents Building, The Gateway 60 South 400 West Salt Lake City, Utah 84101-1284

Dear Mr. Buhler:

Utah State University (USU) requests that the following disposal of building leasehold interest be placed on the consent calendar for the 30 May 2008 Board of Regents meeting. The proposed disposal has been approved in concept by the Board of Trustees and will be presented to the Trustees' Executive Committee for final approval on 14 May 2008.

A potential new development partnership has expressed interest in purchasing two existing buildings at the Innovation Campus and assuming the current ground leases on these buildings. The buildings are located at 1750 and 1770 Research Park Way and were originally developed and owned by Tri-Park Partnership of Logan.

As a result of the lease-purchase agreements previously entered into for these buildings, USU has leasehold interest which USU is preparing to sell to Tri-Park in conjunction with the sale of these two buildings by Tri-Park to the new development partnership. Sale proceeds would be used by USU to continue the implementation of the Innovation Campus development in accordance with master plans, including infrastructure for the USTAR Initiative buildings.

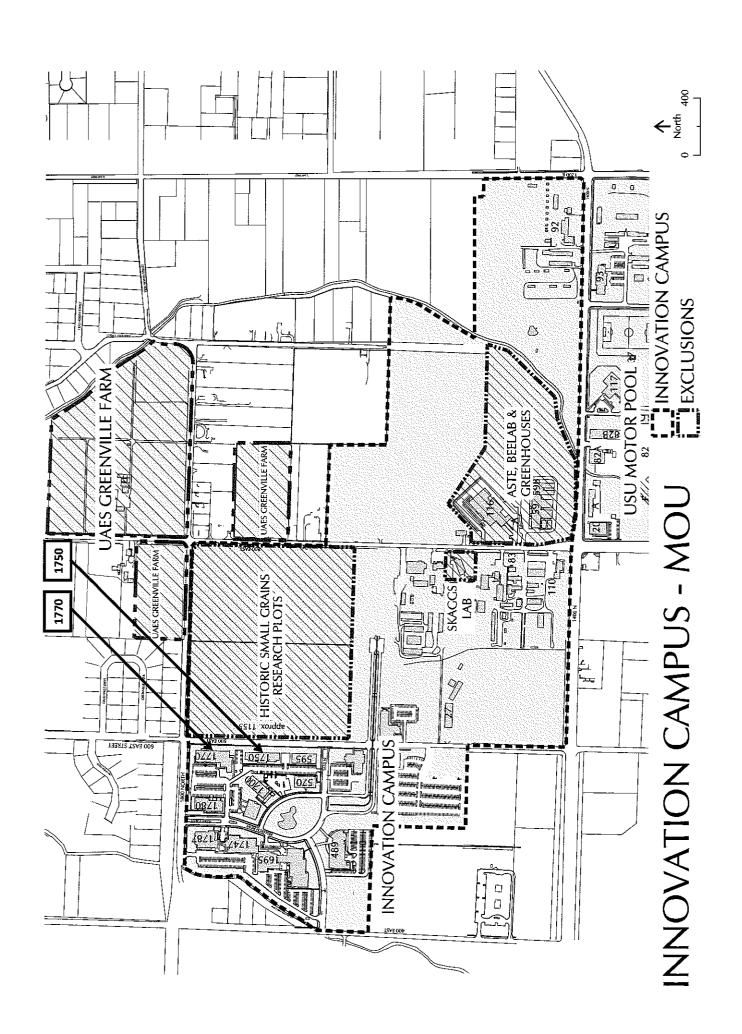
Sale of USU's leasehold interests is subject to approval by USU's governing boards and an independent appraisal that supports the sale price. Only after obtaining the required approvals and appraisal will USU close the sales transactions described above.

Sincerely,

Interim Vice President

for Business and Finance

c: Stan AlbrechtMark Spencer



### R926, Acceptable Use of Office-owned IT Resources (Amendments)

. . .

### R926-2. References

- 2.1. Policy and Procedures R345, Information Technology Resource Security
- **2.2.** Policy and Procedures R927, Use and Security of Property
- **2.3.** Policy and Procedrues R951, Staff Employee Grievances
- 2.4 Policy and Procedures R952, Discrimination and Sexual Harassment Complaints
- **2.6.** Policy and Procedures R964, Corrective Action and Termination of Staff Personnel
- 2.7. Policy and Procedures R992, Information and Technology Resource Security
- **2.8.** Policy and Procedures <u>R993</u>, Records Access and Management

### R926-3. Office-owned IT Equipment and Software Policy

. . .

**3.1.1.** The Office retains the right to allocate its information resources and to control access to its electronic communications systems.

. . .

### **R926-4 Electronic Messaging Policy**

. . .

**4.9.3.** An e-mail account will be limited to a quota [of 250 MB] set by OCHE guideline, however exemptions are possible with demonstrated need and approval by the cognizant Associate Commissioner. Users will be responsible to manage their personal storage space to keep it below the quotas. Users will be provided with mechanisms to archive e-mail. The archiving method used will be determined by work unit security and retention requirements. If an employee's mailbox size exceeds the storage limitation and remains above the specified limitation, users will be unable to create new messages. However, user's ability to receive new messages will NOT be affected.

. . .

**4.10. Email Retention and Backup** - [E-mail messages and appointments can be kept for as long as the User deems it necessary as long as the space limit set in 4.9.3 is not exceeded.] E-mail backup and retention [of tapes] guidelines will be based on a documented risk assessment, as set by the Information Technology Council established by R992.

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. . .

- **6.1.1.** Users shall treat institutional data files maintained by other Users as confidential unless otherwise classified pursuant to state or federal statutes, regulation, law or Board policy. Users shall not access files or documents belonging to others, without proper authorization or unless pursuant to routine system administration.
- **6.1.2.** Users shall not knowingly falsely identify themselves and will take steps to correct misrepresentations if they have mistakenly falsely identified themselves.
- **6.3. Security Limitations** Electronic communications systems have inherent limitations. No computer security system can absolutely prevent a determined person from accessing stored information that he/she is not authorized to access. Moreover, electronic documents may be disclosed pursuant to public records law or in the discovery process. Users should not consider e-mail to be private or secure. Messages addressed to nonexistent or incorrect user names may be delivered to unintended recipients.

. . .

**6.4. Prohibited Activities** - Any activity that violates OCHE's Information Resources Policy (R992) or generally accepted standards of computer ethics and etiquette is prohibited. Services associated with the computers, software, and electronic communication systems will not be used for illegal or improper purposes. This includes, but is not limited to, the generation of threatening, harassing, abusive, obscene or fraudulent messages. The use of the OCHE Systems must comply with this policy and applicable Federal and State Law. IT Resources may not be used in a manner that involves or facilitates any of the following prohibited uses:

. . .

**6.4.2.** Any attempt to gain or help others gain access without authorization or anything that jeopardizes the security of IT Resources, data, or confidential information, or the privacy rights of others;

. . .

**6.4.5.** Any use that is for personal gain of the employee or another person, including <u>selling access to their User-ID's</u>, political activity, personal business, or commercial enterprise or to solicit for charitable organizations not approved and sponsored by OCHE;

. .

- **6.4.8.** Destruction, damage or alteration to any Office IT Resource or property without proper authorization or any unauthorized change to the design or configuration of IT Resources, including the installation of non-OCHE approved screen savers or downloading executable software that is not approved by CS;
- **6.4.9.** Any unauthorized activity that interferes with or adversely affects the performance of the employee's work or the work or responsibilities of others using OCHE's networks and systems, such as implementing or propagating a computer virus, using destructive software, inappropriate game playing, or monopolizing information resources for entertainment or personal use;

. . .

**6.4.11.** Any attempt to circumvent or disable security, monitoring, filtering, or auditing software or systems of OCHE or engage in any activity that might be harmful to systems or information stored thereon or interfere with the operation thereof by disrupting services or damaging files. Examples include but are not limited to: running "password cracking" programs, attempting to read or change administrative or security files or attempting to or running administrative programs for which permission has not been

granted, using a telnet program to connect to system ports other than those intended for telnet, using false identification on a computer or system or using an account assigned to another, forging mail or news messages; or

**6.4.12.** Any attempt to monitor or tamper with another user's electronic communications or copy, change, or delete another user's files or software without the explicit agreement of the owner(s).

. . .

### **R926-7 Disciplinary Action Policy**

- **7.1. Report Non-compliance** Incidents of actual or supected non-compliance with this policy should be reported to the appropriate authorities.
- **7.2. Suspension of Access** A systems administrator may immediately suspend the access of a User when the administrator reasonably believes:
- 7.2.1. the User has violated Office policies or law; and
- **7.2.2.** the User's continuing use of Information Resources will result in: (1) damage to the Information Resources systems, (2) further violations of law or policy or (3) the destruction of evidence of such a violation.

The User shall be informed of his/her right to immediately appeal such a suspension to the cognizant head of the department or unit. Permanent revocation of privileges shall be imposed solely through the disciplinary processes set forth in paragraph 7.3.

Users who are not USHE employees may have their access to IT Resources unilaterally revoked if they violate this policy.

**7.3. Disciplinary Action** - Personal use of OCHE's It Resources is a privilege rather than a right. Staff members using the systems in an appropriate manner and on an occasional personal basis need not be concerned about monitoring activities or possible disciplinary actions. However, misuse of any of these systems or other violation of this policy may subject a staff member to disciplinary action up to and including termination of employment in accordance with policy R964, Corrective Action and Termination of Staff Personnel.

(Approved August 3, 2000; amended October 31, 2003 and October 26, 2006. Amendments May 30, 2008)

### R992, Information and Technology Resource Security (Amendments)

. . .

### **R992-3. Definitions**

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**3.16. ISO 27002 Standard** - An information security standard published by the International Organization of Standardization (ISO). The standard provides a code of practice for information security which establishes guidelines and general principles for initiating, implementing, maintaining, and improving information security management within an organization.

### **R992-4. Policy**

**4.1.** Adoption of International Standards for Information Security Practices - The Board supports generally accepted standards for information security practices and adopts the ISO 27002 Standard to provide guidelines and general principles for information security management in OCHE.

. . .

**4.4. Information Handling** - Sensitive private and confidential information requires specific protections. This includes most client data. Unauthorized access or disclosure could result in reputation, regulatory, and/or financial harm to OCHE, its staff, and/or its clients. OCHE [has] shall adopt minimum standards associated with the handling of sensitive information, which shall include the use of cryptographic controls, as appropriate. IT Resource Stewards may also define additional controls for their data.

. . .

(Adopted January 20, 2006. Amendments May 30, 2008.)

### May 21, 2008

### MEMORANDUM

TO: Finance Committee

FROM: David L. Buhler

SUBJECT: Preview of Upcoming Issues

### <u>Issue</u>

The Commissioner's staff is working on a number of issues which will come to the Committee in the July or September Board meeting.

**Capital Planning**. A sample Five-Year Capital Development plan will be presented as Information in July and for action in September. This planning scenario balances new space and renovated space, consistent with the current condition of buildings and the projected institutional space needs.

**Q&P Capital Development Projects for 2009-2010.** The annual Q&P rankings for capital development projects will be presented for Regent review and approval in the September meeting.

**Legislative Budget Request for 2009-2010**. Preliminary work is underway on the next legislative budget cycle. In the July meeting, Regents will discuss potential themes and categories for the 2009 Legislative session, prior to discussing specific appropriation requests in September.

IT Security Audits, Year 2. A panel of security experts from within USHE conducted a rudimentary review of network security at nine institutions during 2007-08. A more systematic review is planned for 2008-09. An audit review checklist and Year 2 schedule will be given to the Finance Committee in July.

**Business Office Staffing.** Recent events at two institutions triggered a staff review of the minimum number of business office staff members which is required to maintain satisfactory separation of duties. This staff report will be an information item for the committee in July.

**University of Utah Campus Master Plan.** The University has completed a comprehensive year-long planning process. Regents will be asked to endorse the new plan in July.

**Information Technology Strategic Plan for 2008-2009**. Dr. Steve Hess will present an updated IT Plan at the July meeting of the Board of Regents.

### July - Routine Consent Items.

- USHE 2007-2008 Final Work Program Revisions
- USHE 2008-2009 Initial Work Program
- USHE 2008-2009 Budget Implementation Reports

### July – Routine **Information** Item.

■ USHE – Update of Employee Health Plans

Commissioner's Recommendation

This is an information item only; no action is recommended.

David L. Buhler
Interim Commissioner for Higher Education

DLB/MHS/MV

### May 30, 2008

### MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: UHEAA-Student Loan Update

### Issue

A solution to the student loan crisis is evolving. For several months, UHEAA, along with many other student loan providers throughout the nation, has been urging Congress and the U.S. Department of Education to take aggressive action to restore confidence in the student loan financial markets. Such action is necessary to ensure the availability of student loans despite the continuing credit crises and turmoil in the economy. Action is urgently needed since institutions are currently notifying students of the availability of financial aid for the upcoming school year beginning this fall.

On May 7, 2008, President Bush signed into law the Ensuring Continued Access to Student Loans Act of 2008. The new law is the culmination of a whirlwind of bipartisan legislative action by the House and Senate to provide liquidity in the student loan market. The bill increases annual loan limits by \$2,000 for borrowers, clarifies the U.S. Secretary of Education's (the Secretary) authority to advance funds to state guaranty agencies to make loans directly to students as a lender of last resort, and gives the Secretary temporary authority to purchase loans as a secondary market of last resort.

On May 21, 2008, the Secretary issued a letter outlining a plan to bolster the student loan market (see attached copy of the Secretary's letter). The Secretary's proposal includes a short-term proposal as well as a longer-term proposal to explore options with the student loan community to reengage the capital markets. In the short run, the Secretary's plan includes an agreement to buy loans from lenders made after May 1, 2008 through September 2009 at full value plus accrued interest and a \$75 per-loan flat fee to cover origination costs. The Secretary's plan is designed to protect lenders against losses on new loans for one year with the hope that the capital markets improve.

While many questions remain and details are yet to be published, UHEAA is viewing the Secretary's plan as a helpful development. UHEAA is continuing to review the Secretary's proposal and will analyze the Secretary's plan as further details emerge.

### Commissioner's Recommendation

| This report is for information of | only. | Νo | action | is nee | ded. |
|-----------------------------------|-------|----|--------|--------|------|
|-----------------------------------|-------|----|--------|--------|------|

David L. Buhler
Interim Commissioner of Higher Education

DLB/DAF Attachment

### May 21, 2008

### **MEMORANDUM**

| T   | ГО: | State Board of Regents  |
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| - 1 | Ο.  | Diale Doald of Hederilo |

FROM: David L. Buhler

SUBJECT: Southern Utah University – Notification of Food Service Outsourcing Agreement

Officials at Southern Utah University wish to inform the Board of Regents of the decision to change from an on-campus to an outsourced food service arrangement. A campus committee selected Chartwells, one of the largest vendors in the U.S.

While outsourcing contracts do not require Board of Regents approval, the Commissioner encourages Board notification.

### Commissioner's Recommendation

This agenda item is for information only.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS Attachment



351 West University Blvd. Cedar City UT 84720 Office (435) 586-7702 Fax (435) 586-5475 benson@suu.edu

MICHAEL T. BENSON PRESIDENT

May 13, 2008

Dr. David Buhler, Interim Commissioner Utah State Board of Regents The Gateway 60 South 400 West Salt Lake City, UT 84101

Dear Dave:

Southern Utah University undertook the RFP process to solicit food service vendors interested in providing this service to SUU. The University has recently completed that process.

A committee of thirteen, comprised of faculty, staff and students, was convened to review the proposals and to attend presentations given by the competing companies. To solicit input from the University community articles were published in the campus newspaper and on two occasions the chair of the committee, Donna Eddleman, Vice President for Student Services, spoke of the University's interest in contracting for service during open, public University forums.

The committee selected Chartwells, a division of Compass Group, Inc. Their decision has been reviewed and approved by both the President's Council and the SUU institutional Board of Trustees.

The Regents are being apprised of this move from in-house to contracted food service in order to remain informed regarding campus operations.

Yours sincerely,

Mahml TBenson

### May 21, 2008

### MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Information Update on Plan of Financing for Residence Hall

Replacement Phase II

In March 2008, the Regents approved an SUU student housing revenue bond for up to \$15 million. However, the University planned to seek \$3 million from private sources and limit the revenue bond to \$12 million.

The University has received \$.9 million in cash gifts and \$2.2 million in donated property. In order to facilitate an aggressive construction timetable, the SUU Board of Trustees has approved the collateralizing of donated property in exchange for a \$2 million Letter of Credit from the individuals who donated the property. With the LOC in place, construction may begin immediately.

This change in the plan of financing does not require Regent approval. The Commissioner and President Benson wished to provide this update because the financial arrangement is somewhat of a change from what was previously anticipated.

### Commissioner's Recommendation

This agenda item is for information only.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS Attachment



351 West University Blvd. Cedar City UT 84720 Office (435) 586-7702 Fax (435) 586-5475 benson@suu.edu

MICHAEL T. BENSON PRESIDENT

May 13, 2008

Dr. David Buhler, Interim Commissioner Utah State Board of Regents The Gateway 60 South 400 West Salt Lake City, UT 84101

Dear Dave,

On May 2<sup>nd</sup>, 2008 the SUU Board of Trustees approved the collateralizing of two pieces of property along Highway 56 in exchange for a \$2 million Letter of Credit from Goodboro Partners, LLC, so that the replacement of Manzanita Hall can move forward.

### **Project Construction Funding**

The University plans to build a 278 bed student housing facility with a total project cost of \$15 million including construction costs, furniture, fixtures and equipment. The Legislature approved a 12 million bond contingent upon \$3 million of private funding. The bonding for this project was approved by the Southern Utah University Board of Trustees and the Utah State Board of Regents, subject to the acquisition of private funding.

Jacobson Construction of Salt Lake City, UT, was selected [on April 29<sup>th</sup>] as the contractor for the project by the Division of Facilities and Construction Management (DFCM).

Wells Fargo, the financial advisor for the project, anticipates marketing the bonds immediately upon confirmation that the University has secured \$3 million in cash or its equivalency in irrevocable Letters of Credit.

DFCM has stipulated that construction commence immediately and be completed no later than the end of July 2009 to accommodate student occupancy by mid-August 2009.

### **Need for Letter of Credit**

In the University's pursuit of the \$3 million private funding it received a \$900,000 cash gift and a \$2.2 million property donation.

The donated property was appraised at \$2.2 million on December 27, 2007 and reflects a 28% undivided ownership in a 78 acre parcel. Following numerous attempts to collateralize the property with a variety of lending institutions, it became apparent that this generous gift could

Page Two SUU Project Construction

not be collateralized within the current economic climate. Therefore, the University sought a \$2 million Letter of Credit from Goodboro Partners, LLC.

### **Trust Deed**

This LOC will be collateralized by land valued at no less than \$2,600,000.00, through a commercially reasonable trust deed encumbering the land with terms agreed upon by the parties. If for some reason the University is unable to secure the \$2,000,000 of private funding needed by that time, SUU will sell the properties to cover Goodboro's \$2,000,000 LC and retain all proceeds from the sale above the \$2,000,000 trust deed amount. The University's exposure cannot exceed \$2 million in the event it must liquidate.

### **Summary**

It is the intent of the University to continue its fund raising efforts between now and February 2009, along with aggressive attempts to liquidate the donated Nichols' property, so that the balance of private dollars needed can be applied to the project.

The Regents are being notified so that the DFCM contract with Jacobsen Construction and MHTN Architects can be properly finalized and the financing model update shared.

Yours sincerely,

Mahml TBersm

### May 22, 2008

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Amendments to R512, Determination of Resident Status—Action Item

### Issue

Following the enactment of H.B. 118 during the 2007 General Session of the Utah Legislature, which substantially altered the requirements to obtain resident student status, the Board in June 2007 approved numerous revisions to R512 consistent with the new statutory language. When the policy amendments, some of which were transitional, were adopted last year, it was anticipated that additional amendments would be brought forward this year to eliminate transitional language, and to address any concerns that arose during the policy's first year of implementation.

### Background

On April 25, 2008, a meeting was held with all USHE campus residency officers to discuss issues and concerns with R512 that have arisen during the 2007-2008 academic year, and to discuss amendments necessary to ensure accurate and consistent implementation across USHE institutions. Based on the feedback received at that meeting, the following amendments are being proposed:

- Sections 4.4 and 4.5, which maintained the old 3-year/60-credit hour rules for the 2007-2008 academic year while the law and new policy were in transition, have been deleted. As of July 1, 2008, the one-year waiting period will become the standard for all nonresident students moving forward.
- In the newly renumbered section 4.4 (formerly section 4.6), several provisions have been amended to clarify that a student must produce relevant documents at least 90 days before the first day of class of the term for which he or she seeks resident student status.
- Section 5.6 has been amended to clarify that a dependent student with one parent who has been domiciled in Utah for at least 12 months shall be eligible immediately for resident student status, upon submission by the parent of documentation demonstrating that the parent has established permanent residence in Utah.
- Section 6.3 has been amended to delete repetitious language.

Revised language in Section 4.1.2 (Policies for Non-Credit Programs) is also under consideration, but is not being presented at this time pending further discussion and review by the affected institutions, particularly the Salt Lake Community College Skills Center and UCAT. Any amendment to this section will be submitted to the Regents at the July 2008 Board meeting.

### Commissioner's Recommendation

|       | The Commissioner | recommends | that the | Regents | approve | the | proposed | amendments | to | Policy |
|-------|------------------|------------|----------|---------|---------|-----|----------|------------|----|--------|
| R512. |                  |            |          |         |         |     |          |            |    | ·      |

David L. Buhler
Interim Commissioner of Higher Education

### **R512, Determination of Resident Status**

### R512-1. Purpose

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

### R512-2. References

- **2.1.** Utah Code Ann. §53B-8-102 (Definition of Resident Student)
- **2.2.** Utah Code Ann. §23-13-2 (Definition of Domicile)
- **2.3.** Utah Code Ann. §31A-29-103 (Definition of Domicile)
- **2.4.** Utah Code Ann. §41-1a-202 (Definition of Domicile)
- **2.5.** Utah Code Ann. § 53B-8-101 et seq. (Tuition Waivers & Scholarships)
- **2.6.** Policy and Procedure R510, Tuition and Fee Policy
- **2.7.** Policy and Procedure R513, Tuition Waivers & Reductions

### **R512-3. Definitions**

- **3.1. Domicile** For purposes of this policy, the term "domicile" shall be defined consistent with general Utah law defining domicile, and shall mean the place:
  - **3.1.1.** where an individual has a fixed permanent home and principal establishment:
  - **3.1.2.** to which the individual if absent, intends to return; and
  - **3.1.3.** in which the individual, and the individual's family, voluntarily reside, not for a special or temporary purpose, but with the intention of making a permanent home.
- **3.2.** Parent As used in this policy, the term "parent" means the biological or adoptive parent of the student, regardless of whether the parent has legal custody of the student or whether the parent claims the student as a dependent.
- **3.3. Resident Student** An individual who:
  - **3.3.1.** can prove by substantial evidence, based on the totality of the circumstances, that, prior to the first day of classes for the term the student seeks

to attend as a resident student, he or she has established domicile in Utah and satisfied relevant waiting periods and other criteria, where applicable; or

**3.3.2.** meets one or more of the other criteria defining "resident student" set forth in this policy.

### R512-4. Resident Student Status – Waiting Period Required if Residence in Utah was Established for Educational Reasons

- 4.1. Institutional Discretion to Set Policy for Resident Student Status
  - **4.1.1.** Policies for Students Enrolled in Credit-Bearing Degree Programs -- Each institution may, at its discretion, and at the recommendation of the president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy. Such a policy shall not be more lenient than requiring a one-year waiting period as set forth herein in section 4.3, or be more strict than requiring students to maintain 3 years of continuous residency or complete 60 credit hours, whichever comes first.
  - **4.1.2. Policies for Non-Credit Programs** -- Because most non-credit applied technology programs are short-term (require less than a year to complete), the Utah College of Applied Technology and other USHE institutions offering non-credit courses or programs may, at their discretion, implement a policy that does not require residency classification for students enrolled in non-credit courses or programs.
- **4.2. General Rule**—A person who comes to Utah for the purpose of attending a public institution of higher education must satisfy one of the following criteria in order to be eligible for resident student status:
- 4.3. Establishing Utah Domicile and Maintaining Continuous Utah Residency for One Year (12 calendar months) and Declaring Financial Independence- Unless otherwise stipulated by institutional policy, any person who has come to Utah and established residency for the purpose of attending an institution of higher education may establish resident student status by, prior to the first day of classes of the term the student seeks to attend as a resident student: (A) demonstrating by objective evidence that he or she has established domicile in Utah and maintained continuous Utah residency for one year (12 calendar months) beginning July 1, 2007 or any date thereafter, regardless of the number of credit hours earned; and (B) submitting a declaration of financial independence to include documentation that the student is not claimed as a dependent on the tax returns of any person who is not a resident of Utah.
- **4.4.** Completion of Sixty (60) Credit Hours Any person who has come to Utah and established residency for the purpose of attending an institution of higher education may obtain resident student status prior to July 1, 2008 by, prior to the first day of classes of

the term the student seeks to attend as a resident student, establishing domicile in Utah, and maintaining continuous Utah residency while completing sixty (60) semester credit hours at a regionally accredited Utah higher education institution.

- 4.5. Establishing Utah Domicile and Maintaining Continuous Utah Residency for Three (3) Years Any person may establish resident student status prior to July 1, 2008 by, prior to the first day of classes of the term the student seeks to attend as a resident student, demonstrating by objective evidence that he or she has established domicile in Utah and maintained continuous Utah residency for three (3) years, regardless of the number of credit hours earned.
- **4.4.** Creating Utah domicile In determining whether an individual has established domicile in Utah, and is therefore a bona fide resident eligible for resident student tuition, institutions in the Utah System of Higher Education will review all relevant documentation submitted by the student, and make the residency determination based on the totality of the evidence. Students applying for resident student status are expected to submit as much of the following documentation as possible:
  - **4.4.1.** A Utah high school transcript issued in the previous year (previous 12 months) confirming attendance at a Utah high school in the previous 12 months;
  - **4.4.2.** Utah voter registration dated at least three (3) months (90 days) prior to the student's application for resident student status the first day of class of the term for which the student is seeking resident status;
  - **4.4.3.** Utah driver license or identification card with an original date of issue or renewal date at least three (3) months (90 days) prior to the student's application for resident student status first day of class of the term for which the student is seeking resident status;
  - **4.4.4.** Utah vehicle registration dated at least three (3) months (90 days) prior to the student's application for resident student status the first day of class of the term for which the student is seeking resident status;
  - **4.4.5.** Evidence of employment in Utah for at least three (3) months (90 days) prior to the student's application for resident student status the first day of class of the term for which the student is seeking resident status;
  - **4.4.6.** Proof of payment of Utah state income tax for the previous year;
  - **4.4.7.** A rental agreement or mortgage document showing the student's name and Utah address for at least 12 months prior to application for resident student status; and

- **4.4.8.** Utility bills showing the student's name and Utah address for at least 12 months prior to application for resident student status;
- **4.5.** "Continuous" residency For purposes of this policy, proof of maintenance of continuous physical presence in Utah is sufficient to prove "continuous residency." An individual will not jeopardize his or her status as a "continuous" resident solely by absence from the state for less than 30 total days during the 12-month period the individual seeks to count as the requisite waiting period. In addition: (a) A student who seeks resident student status for tuition purposes may be absent from the state for purposes such as temporary employment, education, or religious, charitable, or military service and continue to be considered a resident for tuition purposes provided he or she has not taken action to establish domicile elsewhere during his or her absence from Utah. (b) A student with long term ties to Utah, who has graduated from a Utah high school, and who has been absent from the state for a period of less than 12 months, may be considered a resident for tuition purposes if evidence can be presented showing that the student has established a Utah domicile.
- **4.6. Declaration of Financial Independence -** In addition to submitting objective evidence of domicile, a person seeking resident student status following 12 months of continuous residence in Utah must also submit a declaration of financial independence, which must include, at a minimum, evidence that the person is not claimed as a dependent on the federal or state tax returns of any person who is not a resident of Utah. Institutional residency officers may require such documentation at the time of initial application for resident student status, and at any time thereafter to verify a student's continued eligibility for resident student tuition.

### R512-5. Resident Student Status Based on Evidence of Residence in Utah for Noneducational Reasons—No Waiting Period Required if Presumption of Nonresident Status is Rebutted

- **5.1. Rebuttable Presumption of Non-Resident Status** A person who enrolls as a postsecondary student at a Utah institution prior to living in Utah for more than 12 continuous months, and who has therefore not met the waiting period criteria set forth in section 4 of this policy, will ordinarily be deemed a non-resident student for tuition purposes unless he or she presents evidence demonstrating that he or she moved to Utah and established domicile for non-educational reasons. A student may rebut the presumption of nonresident status and seek resident student status immediately, without satisfying the one-year continuous residency requirement, by submitting evidence of Utah residence arising from one or more of the following circumstances:
- **5.2.** United States Armed Forces Personnel Who are Utah Residents Prior to Active Duty Assignment or Deployment Outside Utah—Personnel of the United States Armed Forces who had Utah residency immediately prior to their deployment to active duty outside of Utah, and who reestablish residency in Utah no later than 90 days after the termination of active duty status, are immediately eligible, together with the

immediate members of their families residing with them in Utah, to apply for resident student status for tuition purposes.

- **5.2.1. "Prior Utah Residency"**—For purposes of this section, an individual will be deemed to have prior Utah residency if he or she can show, in the year immediately prior to active duty deployment, indicia of Utah domicile, such as the filing of a Utah tax return in the year prior to deployment; Utah voter registration; possession of a Utah driver's license; and establishment of Utah banking connections.
- **5.2.2.** "Immediate Family Member"—For purposes of this section, the term "immediate family member" means the spouse or unmarried dependent child of the individual in the Armed Forces.
- **5.2.3.** "Residing With"—For purposes of this section, "immediate family member" will be considered to be "residing with" an individual in the Armed Forces so long as the family member's domicile, or permanent address, is the same as that of the individual in the Armed Forces. If an "immediate family member" meets the domiciliary requirement, he or she may attend, with resident tuition rates at, any public college or university in Utah.
- **5.3. Marriage to Utah Resident** A person who marries a Utah resident eligible to be a resident student under this policy and establishes his or her domicile in Utah as demonstrated by objective evidence as provided in 4.6 is immediately eligible to apply for resident student status.
- Full Time, Permanent Employment in Utah A person who has established domicile in Utah for full-time permanent employment may rebut the presumption of a non-resident classification as provided in subsection 5.1 of this policy by providing substantial evidence that the reason for the individual's move to Utah was, in good faith, based on an employer requested transfer to Utah, recruitment by a Utah employer, or a comparable work-related move for full-time permanent employment in Utah. All relevant evidence concerning the motivation for the move should be considered, including, but not limited to, such factors as: (a) the person's employment and educational history; (b) the dates when Utah employment was first considered, offered, and accepted; (c) when the person moved to Utah; (d) the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student; (e) whether the person applied for admission to a USHE institution sooner than four months from the date of moving to Utah; (f) evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and (g) any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education. As with all such applications, the burden of proof is on the applicant to rebut the presumption of nonresident status. Furthermore, if an applicant applies for admission to a USHE institution prior to the application for employment, prior to the offer of employment, prior to the commencement of employment, or within four months of moving to Utah, absent

extraordinary evidence to the contrary, it shall be strongly presumed that the person came to Utah for the purpose of attending an institution of higher education, and shall be subject to the requirements of section 4 of this policy.

- **5.5. Spouse's or Parent's Full-Time Work** A spouse or dependent child of an individual who moves to Utah for full-time permanent employment, and establishes Utah domicile on that basis, is eligible to apply for resident student status. In determining the residency status of the enrolling spouse or dependent child, the institution shall consider all relevant evidence related to the individual's intent and domicile, including but not limited to, documentation set forth in section 5.10 of this policy.
- **5.6.** Parent Domiciled in Utah for at Least 12 Months A dependent student who has at least one parent who has been domiciled in Utah for least 12 months prior to the first day of class for the term for which the student seeks resident status student's application for resident student status is eligible for immediate resident student status, upon submission of the documentation identified in section 4.4 of this policy demonstrating that the parent has established Utah domicile.
- **5.7. Extenuating Circumstances** A person who has established domicile in Utah for child care obligations or extenuating financial or health reasons related to his or her divorce, the death of a spouse, or long-term health care needs or responsibilities related to the person's own health, or the health of an immediate family member, including the person's spouse, parent, sibling, or child, may apply for immediate resident student status upon submitting evidence that the move to Utah was, in good faith, based on such extenuating circumstances. All relevant evidence concerning the motivation for the move shall be considered, including:
  - **5.7.1.** the person's employment and educational history;
  - **5.7.2.** the dates when the long-term health care or child care responsibilities in Utah were first considered, offered, and accepted;
  - **5.7.3.** when the person moved to Utah;
  - **5.7.4.** the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;
  - **5.7.5.** whether the person applied for admission to an institution of higher education sooner than four (4) months from the date of moving to Utah;
  - **5.7.6.** evidence that the person is an independent person who is: (A) at least 24 years of age; or (B) not claimed as a dependent on someone else's tax returns;
  - **5.7.7.** any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education.

- **5.8.** Receipt of State Social Services Benefits A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a System institution and demonstrates objective evidence of domiciliary intent as provided in section 4.6 is immediately eligible to register as a resident student. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent domiciled in Utah during the time the individual received government aid shall count towards the one-year time period for Utah residency for tuition purposes upon termination of the government aid.
- **5.9.** Immigrant Placed in Utah as Political Refugee An immigrant, not otherwise qualified as a resident, is immediately eligible, upon establishment of Utah domicile, to apply for resident student status, if he or she is placed involuntarily in Utah as part of a United States or Utah government relocation program for foreign refugees fleeing civil war, religious or racial persecution, political oppression, or other legitimate reason. This section does not apply to refugees who are originally placed in another state and subsequently move to Utah voluntarily.
- **5.10.** Documentation Required to Rebut Presumption of Nonresident Status The institution, through its registrar, or designated person, is authorized to require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The burden of rebutting the presumption that the student is in Utah for educational reasons, and of establishing that he or she is in Utah for other than educational purposes, is upon the student. A student may be required to file any or all of the following within applicable timelines established by the institution:
  - **5.10.1.** A statement from the student describing employment and expected sources of support;
  - **5.10.2.** A statement from the student's employer;
  - **5.10.3.** Supporting statements from persons who might be familiar with the family situation;
  - **5.10.4.** Birth certificate;
  - **5.10.6.** Marriage certificate;
  - **5.10.7.** Documentation of eligibility for state social or rehabilitation services;
  - **5.10.8.** Documentation of immigration status and placement as political refugee;
  - **5.10.9.** Indicia of Utah domicile, including Utah voter registration, Utah vehicle registration, Utah driver's license or identification card, Utah state income tax return, rental contract or mortgage documents, bank records, and utility bills.

**5.11.** Penalties for Giving Incorrect or Misleading Information - A student who gives incorrect or misleading information to evade payment of non-resident fees shall be subject to serious disciplinary action and must also pay the applicable non-resident fees for each term previously attended.

### **R512-6.** Exceptions to Requirements of Domicile—Resident Student Status Based on Special Circumstances

- **6.1. Job Corps Students** A Job Corps student is entitled to resident student status if the student: (A) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (B) submits verification that the student is a current Job Corps student. Upon the termination of Job Corps enrollment/participation, the individual is governed by the standards applicable to non-Job Corps persons. The time spent residing in Utah during Job Corps enrollments counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Job Corp status.
- **6.2. Participation in Olympic Training Program** An athlete who is in residence in Utah to participate in a United States Olympic athlete training program, at a facility in Utah, approved by the governing body for the athlete's Olympic sport, shall be immediately eligible for resident status for tuition purposes. Upon the termination of the athlete's participation in such training program, the athlete shall be subject to the same residency standards applicable to other persons under this policy. The time spent residing in Utah during the Olympic athlete training program in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of the athlete's participation in a Utah Olympic athlete training program.
- **6.3. Membership in American Indian Tribe** An American Indian, not otherwise qualified as a resident, shall be entitled to resident student status if (A) he/she is enrolled on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah. or (B) he/she is a member of a federally recognized or known Utah tribe and has graduated from a high school in Utah. A list of recognized tribes will be maintained by the Office of the Commissioner of Higher Education and distributed to all campus residency officers.
- **6.4. Member of Utah National Guard** A person is entitled to resident student status if the person: (a) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (b) submits verification, in the form of either an enlistment contract or "orders of unit assignment," that he or she is an active member of the Utah National Guard. Upon the termination of Utah National Guard enlistment or duty, the individual is governed by the standards applicable to non-Utah National Guard persons. Any time spent residing in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Utah National Guard status.

- **6.4.1.** A member of the Utah National Guard shall be considered to maintain continuous Utah residency under this section for the length of time that he or she maintains membership in the Utah National Guard.
- **6.4.2.** A member of the Utah National Guard who performs active duty service outside the state of Utah shall be considered to maintain continuous Utah residency under this section.
- **6.5.** Active Duty United States Armed Forces Personnel Who are Residents of Other States but Stationed in Utah Personnel of the United States Armed Forces, who are residents of another state, but who are assigned to active duty in Utah, together with the immediate members of their families residing with them in Utah, are entitled to resident student status for tuition purposes during the time they are stationed in Utah on active duty. Upon the termination of active duty status, the military personnel and their family members are governed by the standards applicable to nonmilitary persons. Any time spent residing in Utah during the period of active duty in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of active duty status in Utah.

# **R512-7.** Waivers of Non-Resident Tuition—Non-Resident Students Exempt from Non-Resident Portion of Tuition

- **7.1.** Exemption of Nonresident Tuition for Certain Graduates of Utah High Schools To the extent allowed under federal law, a student, other than nonimmigrant alien within the meaning of paragraph (15) of subsection(a) of Section 1101 of Title 8 of the United States Code, shall be exempt from paying the nonresident portion of total tuition if the student:
  - **7.1.1.** attended high school in Utah for three or more years;
  - **7.1.2.** graduated from a high school in Utah or received the equivalent of a high school diploma in Utah;
  - **7.1.3.** registers as an entering student at an institution of higher education not earlier than the fall of the 2002-03 academic year; and
  - **7.1.4.** a student without lawful immigration status shall file an affidavit with the institution stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.
  - **7.1.5.** "Entering Student" For purposes of this section, "entering student" means a student whose first matriculation in any institution of higher education is in a public institution of higher education within the Utah System of Higher Education.

- **7.2.** Exemption of Nonresident Tuition for Certain Foreign Nationals A student shall be exempt from paying the nonresident portion of total tuition if the student:
  - **7.2.1.** is a foreign national legally admitted to the United States;
  - **7.2.2.** attended high school in Utah for three or more years; and
  - **7.2.3.** graduated from a high school in this state or received the equivalent of a high school diploma in this state.
- **7.3.** International Students Without U.S. Residency Status are Deemed Nonresidents Aliens who are present in the United States on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified as nonresident.
  - **7.3.1.** Aliens who have been granted immigrant or permanent resident status in the United States shall be classified for purposes of resident status according to the same criteria applicable to citizens.
- **7.4.** Exemption of Nonresident Tuition as Athletic Scholarships In addition to the waivers of nonresident tuition available to each institution under Utah Code Ann. § 53B-8-101 et seq., and Policy R513, each institution may, at its discretion, grant as athletic scholarships full waiver of fees and nonresident tuition, up to the maximum number allowed by the appropriate athletic conference, and as recommended by the president of each institution.
- **7.5.** Exemption of Nonresident Tuition Under Tuition Waiver Policy A nonresident student may be eligible for a full or partial waiver of nonresident tuition according to the applicable provisions of Policy R513 (Tuition Waivers and Scholarships).
- **7.6.** Western Undergraduate Exchange (WUE) Students to be Classified as Nonresidents—A student attending a USHE institution under the Western Undergraduate Exchange program is considered to be domiciled in his or her home state, and therefore cannot use time spent in Utah as a student toward the waiting period required for resident student status.

#### **R512-8.** General Provisions

**8.1.** Reclassification by the Institution - If a student is classified as a resident, or granted residency by a USHE institution, the USHE institution may initiate a reclassification inquiry and in fact reclassify the student, based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of the USHE institution.

# 8.2. Reciprocity and Acceptance of Another Institution's Determination

- **8.2.1.** Transferring Students and Minimum Credit Hour Policies A USHE institution may implement a policy that requires undergraduate or graduate students transferring from another USHE institution to demonstrate completion of a minimum number of credit hours as a condition of receiving resident student status, so long as such policy does not require transferring students to complete more than 60 credit hours prior to transferring.
- **8.2.2. Reciprocity** In the absence of a minimum credit-hour requirement, a determination to grant residency to a student at a USHE institution shall be honored at other USHE institutions, unless the student obtained residency under false pretenses, or the facts existing at the time of the granting of residency have significantly changed.

#### **R512-9.** Procedures for Determining Resident Status

- **9.1. Application Deadline** Students must meet institutional application deadlines for each term. Institutions may establish policy regarding acceptance of late residency applications for current term consideration. Unless institutional policy allows otherwise, institutions may not accept applications for resident student status or supporting documentation after the third week of the semester or term for which the student seeks resident student status. Ordinarily applications or supporting documentation received after the third week should be considered for the following semester.
- **9.2. Initial Classification** Each institution shall classify all applicants as either resident or nonresident. If there is doubt concerning resident status, the applicant shall be classified as a nonresident.
- **9.3. Application for Reclassification** Every student classified as a nonresident shall retain that status until he/she is officially reclassified to resident status.
- **9.4. Informal Discussion with Responsible Officer** If a written application for a change from nonresident to resident classification is denied, the applicant shall have the right to meet with the responsible officer for the purpose of submitting additional information and discussing the merits of his/her application.
- **9.5. Appeals** An applicant for resident status may appeal an adverse ruling in accordance with procedures approved by the institutional Board of Trustees. The appeal tribunal shall make an independent determination of the issues presented upon the basis of such oral and written proofs as may be presented, and shall finally determine the status of the applicant consistent with the law and these policies.
- **9.6. Due Process** In order to provide due process to students who may want to appeal decisions made concerning nonresident status, each institution shall be responsible

for providing a means for appeals to be made. Each institution shall adopt procedures that fit the local campus situation, but the following guidelines shall be followed:

- **9.6.1.** Procedures for appeal shall be set out in writing by the institution, subject to approval by the Office of the Commissioner.
- **9.6.2.** The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.
- **9.6.3.** The student appealing the decision shall have the responsibility of providing evidence that proves that he/she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the rationale of the decision-maker who previously ruled that the student was classified as a nonresident.
- **9.6.4.** Both the student and the administration's representative are entitled to representation by counsel.
- **9.6.5.** Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.
- **9.6.6.** It is not required that formal rules of evidence be followed; administrative hearing rules may be used.
- **9.6.7.** Decisions of the appeals tribunal must be in writing and must give reasons for the decision.
- **9.6.8. Refund** A ruling favorable to the applicant shall be retroactive to the beginning of the academic period for which application for resident status was made, and shall require a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.

(Adopted July 22, 1975; amended April 11, 1987, April 17, 1992, May 5,1995, January 12, 2001, October 19, 2001, July 12, 2002, April 16, 2004, December 9, 2004, April 22, 2005, April 21, 2006, June 8, 2007, and May 22, 2008)

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# May 22, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Board Policy R609 (Regents' Scholarship)—Action Item

#### <u>Issue</u>

Due to the Legislature's passage of S.B. 180, creating the Regents' Scholarship, the Board must adopt policies by July 15, 2008 to implement the new law.

### <u>Background</u>

During the 2008 General Session, the Utah Legislature passed, and Governor Huntsman signed into law, S.B. 180, creating the Regents' Scholarship. This legislation, sponsored by Senator Lyle Hillyard (R.-Logan) and Representative Mark Walker (R.-Sandy), establishes a base \$1,000 scholarship award for students who complete the Utah Scholars Core Course of Study with a designated GPA, and also allows students to earn additional funds by demonstrating exemplary academic achievement and saving in a UESP account.

Staff in the Office of the Commissioner have been working on several policy-related tasks, which include preparing Board policy R609, developing and distributing application materials, and assembling the components of an implementation manual for USHE financial aid officers and K-12 guidance counselors. The scholarship application deadline is May 30, 2008, and review of applications will begin at that time.

A draft of the new Board policy is attached, together with application materials that were distributed to every public high school in Utah in late April.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve policy R609 as presented.

David L. Buhler
Interim Commissioner of Higher Education

DLB/DSD:jc Attachments

# Policy R609—Regents' Scholarship

#### [FINAL DRAFT 5.22.08]

### R609-1. Purpose.

To encourage all Utah high school students to take a rigorous high school curriculum that will successfully prepare them for postsecondary education and the demands of the modern workforce; to provide incentives for all Utah high school students to prepare academically and financially for postsecondary education; to motivate high school students to work hard through the senior year; to increase the numbers of Pell Grant-eligible students qualifying for federal Academic Competitiveness Grants; and to increase the numbers of Utahns enrolling in Utah colleges and universities.

#### R609-2. References.

- **2.1.** Utah Code Ann. § 53B-8-108 *et seq.* (Regents' Scholarship Program).
- **2.2.** Utah Admin. Code § R277-700-7 (High School Core Graduation Requirements for Graduating Students Beginning with the Class of 2011).

#### R609-3. Definitions.

- 3.1. Academic Competitiveness Grants: Awards of up to \$750 for the first year of college and \$1300 for the second year of college that Pell Grant-eligible students may receive upon demonstrating the completion of a rigorous program of study in high school.
- **3.2.** Base Award: A \$1,000 base scholarship to be awarded to students who complete the core course of study with a cumulative weighted high school GPA of 3.0 or higher, and fulfill all other eligibility criteria.
  - **3.3**. **Board**: State Board of Regents.
- **3.4.** Core Course of Study: The 16.5-credit Utah Scholars core course of study, comprised of 4.0 years of English; 4.0 years of mathematics (at minimum Algebra I, Geometry, Algebra II), and a senior-year class beyond Algebra II); 3.5 years of social studies; 3.0 years of lab-based natural science (one each of Biology, Chemistry, and Physics); and 2.0 years of the same language other than English, in grades 9-12.
- 3.5. Exemplary Academic Achievement Award: A scholarship equal in value to 75% of the tuition costs for up to two years of full-time equivalent enrollment at any USHE institution or any Utah private nonprofit college or university in Utah that has been accredited by the Northwest Association of Schools and Colleges Students eligible for the scholarship are those who complete the core course of study with a cumulative weighted high school GPA of 3.5 or higher, submit a verified ACT score of 26 or higher (or equivalent SAT score), and fulfill all other eligibility requirements for the Regents' Scholarship.
- **3.6.** Regents' Diploma Endorsement: A certificate or transcript notation to be awarded to students who qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship.

- 3.7. Regents' Scholarship: A scholarship with two component awards: 1) a \$1,000 base scholarship to be awarded to students who complete the core course of study with a cumulative weighted high school GPA of 3.0 or higher, and fulfill all other eligibility criteria; and 2) a two-year scholarship awarded for exemplary academic achievement in completing the scholarship criteria.
- **3.8.** Scholarship Review Committee: The committee appointed by the Commissioner of Higher Education to review Regents' Scholarship applications and make final decisions regarding scholarship awards.
  - **3.9**. **UESP**: Utah Educational Savings Plan.

R609-4. Policy.

# 4.1. Conditions of the Scholarship Program and Program Terms.

Both the base award and the Exemplary Academic Achievement award of the Regents' Scholarship may be used at any public college or university within the Utah System of Higher Education, including the Utah College of Applied Technology; any private, non-profit institution of higher education in the state accredited by the Northwest Association of Schools and Colleges; or a Western Undergraduate Exchange program approved by the Board. The Board may limit or reduce the base Regents' Scholarship and supplemental program awards, as well as the total number of scholarships and supplemental awards granted, depending on available funding. A student who does not apply for the scholarship by February 1st of his or her senior year, or 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. Regents' Scholarship Criteria—Base Award.

To qualify for the base award of the Regents' Scholarship, an applicant must satisfy the following criteria:

- **4.2.1. Core Course of Study**. The applicant must submit an official high school transcript, and college transcript, if applicable, demonstrating, in grades 9-12: 1) completion of the core course of study, or 2) completion of all requirements of an International Baccalaureate diploma (for a complete list of courses satisfying the core requirements, visit <a href="https://www.utahsbr.edu">www.utahsbr.edu</a>).
- 4.2.2. Required GPA and Weighted Courses. The applicant must demonstrate completion of the core course of study or the International Baccalaureate Diploma requirements with a cumulative weighted high school GPA of at least 3.0, with no individual core course grade lower than a "C." The grade earned in any course designated on the student's high school transcript as Advanced Placement (A.P.), International Baccalaureate (I.B.), pre-International Baccalaureate, or concurrent enrollment, shall typically receive a 0.25 weight per semester. The Scholarship Committee does maintain the discretion to use different weighting criteria based on a variety of factors, including but not limited to, school schedules (e.g., terms, trimesters, etc.), student scores on A.P. or I.B. tests, and exceptional or unusual individual circumstances.

- **4.2.3. Required ACT or SAT score**. The applicant must submit at least one verified ACT or SAT score.
- **4.2.4. Qualify for a Utah High School Diploma**. Applicants applying from Utah public high schools must successfully pass all sections of the Utah Basic Skills Competency Test (UBSCT) and satisfy all other state and school district requirements for a Utah high school diploma. Applicants applying from accredited Utah private high schools must satisfy all applicable requirements for a private high school diploma. Home-schooled students are not eligible for the scholarship.
- **4.2.5. No criminal record.** The applicant must attest to the lack of a criminal record with the exception of misdemeanor traffic citations.
- **4.2.6. Proof of U.S. citizenship.** The applicant must attest to being a U.S. citizen who is eligible to receive federal financial aid.
- **4.2.7. Enrollment within 12 months.** The applicant must enroll full time at a qualifying institution of higher education within 12 months of the applicant's high school graduation unless the applicant seeks and obtains an approved leave of absence.
  - 4.3. Regents' Scholarship Criteria—Exemplary Academic Achievement Award.

In order to qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship, the applicant must satisfy all requirements for the base award, and in addition:

- **4.3.1. Required GPA.** The applicant must demonstrate completion of the core course of study or the requirements for an International Baccalaureate Diploma with a cumulative weighted high school GPA of at least 3.5, and no core course grade lower than "B."
- **4.3.2. Required ACT score**. The applicant must submit a verified composite ACT score of at least 26 (or equivalent SAT score).

#### 4.4. Eligible Institutions.

Both the base Regents' Scholarship and the Regents' Exemplary Academic Achievement Scholarship may be used at any public college or university within the Utah System of Higher Education, including the Utah College of Applied Technology; any private, non-profit institution of higher education in the state accredited by the Northwest Association of Schools and Colleges; or a Western Undergraduate Exchange program approved by the Board.

#### 4.5. 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.

A scholarship may be transferred to a different eligible Utah institution upon request of the student.

## R609-5. Application Procedures

#### 5.1. Application Deadline.

Students must submit a scholarship application by regular mail to the Utah System of Higher Education, or on-line at <a href="https://www.utahmentor.org">www.utahmentor.org</a> no later than February 1 of their high school senior year. Applications submitted at any time following the student's graduation from high school will not be accepted.

#### 5.2. Required Documentation.

Required documents that must be submitted with a scholarship application include: 1) an official high school paper or electronic transcript, and official college transcript, where applicable, demonstrating all completed courses and GPA; 2) verified ACT or SAT test results; 3) the official application form. Applications that do not include all required documentation will not be considered. Applicants must also submit proof of UBSCT passage, receipt of a regular Utah public or private high school diploma, and final official transcripts, no later than September 1 of the year the applicant's class graduates from high school. Scholarship awards may be revoked if such documentation is not submitted, if such documentation demonstrates that an applicant did not satisfactorily fulfill all course and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified.

#### R609-6. Amount of Awards and Distribution of Award Funds.

#### 6.1. Amount and Number of Awards.

#### 6.1.1. Regents' Scholarship—Base Award.

The base scholarship is \$1,000, and, subject to annual appropriations and available funding, will be adjusted annually by the Board in an amount equal the average percentage tuition increase approved by the board for USHE institutions. The base amount of the scholarship, as well as the total number of scholarships awarded, may also be reduced commensurate with annual legislative appropriations and available funding.

#### 6.2.2. Regents' Scholarship--Exemplary Academic Achievement Award.

A student who qualifies for the base award may also be eligible for the Exemplary Academic Achievement award equal in value to 75 percent of the actual cost of tuition for up to two years of full-time enrollment or until the associate's or bachelor's degree requirements have been met (which ever

happens first). If used at an eligible institution not within the Utah System of Higher Education, scholarship funds awarded will equal up to 75 percent of the tuition costs at the institution, not to exceed 75 percent of the average tuition costs at baccalaureate granting institutions within the Utah System of Higher Education. In addition, the student will receive a Regents' Diploma Endorsement. To retain the Exemplary Academic Achievement Scholarship, the student must maintain a cumulative postsecondary 3.0 GPA for two consecutive semesters and make reasonable progress toward completion of an associate's or bachelor's degree by enrolling in at least 12 credit hours per semester.

# **6.2.3.** Relationship to New Century Scholarship.

A student who completes the core course of study with a cumulative weighted GPA of 3.0 or better, and no individual core course grade below a "C," as part of his or completion of the requirements of an associate's degree, may be awarded the \$1,000 base award in addition to a New Century Scholarship. A student who completes both the requirements for the Exemplary Academic Achievement award and the New Century Scholarship will only be eligible to receive one of these two-year scholarships.

#### 6.3. Distribution of Award Funds.

#### 6.3.1. Tuition Documentation.

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

#### 6.3.2. 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 may be used for any qualifying higher education expense, including tuition, fees, books, supplies, equipment required for course instruction, or housing.

#### 6.3.3. 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 after the initial award has been made, depending on available funding. The recipient shall submit to the Utah System of Higher Education a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.

# 6.3.4. Credit Hours Dropped 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 the Utah System of Higher Education. 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.

### 6.3.5. Reasonable Progress toward Degree Completion.

The Board may cancel an Exemplary Academic Achievement award if the student fails to maintain a cumulative 3.0 GPA for two consecutive semesters for which he or she has received award funds; or fails to make reasonable progress toward the completion of a degree by enrolling in at least 12 credit hours each semester. Each semester, the recipient must submit to the Board an official transcript verifying his or her grades to demonstrate that he or she is meeting the required grade point average and is making reasonable progress toward the completion of a 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 or better the following semester to maintain eligibility for the scholarship.

# 6.4. Supplemental Award to Encourage College Savings.

Subject to available funding, a student who qualifies for the base award is eligible to receive up to an additional \$400 in state funds to match funds deposited in a Utah Educational Savings Plan (UESP) account. For each year from the student's 14th to 17th birthday that the student had an active UESP account, the Board may contribute, subject to available funding, up to \$100 (i.e., up to \$400 total for all four years) to the scholarship as a dollar-for-dollar match to the student's UESP account contributions during those years. If no contributions are made to a student's account during a given year, the matching amount will likewise be \$0. If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year. Matching funds apply only to contributions, not to transfers, earnings, or interest.

# R609-7. Continuing Eligibility.

#### 7.1. No Awards after Five Years from High School Graduation.

The Board 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.

### 7.2. No Guarantee of Degree Completion.

Neither a base award, nor an Exemplary Academic Achievement award, nor any supplemental UESP award, guarantees that the recipient will complete his or her associate's or baccalaureate program within the recipient's scholarship eligibility period.

#### R609-8. Leave of Absence.

# 8.1. Scholarships Must be Used Within 12 Months of High School Graduation.

A scholarship recipient must enroll full time at an eligible Utah institution of higher education within 12 months of high school graduation unless the recipient seeks, and obtains, an approved leave of absence from the Board.

#### 8.2. Leave of Absence Does Not Extend Time.

An approved 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.

### R609-9. Scholarship Determinations and Appeals.

# 9.1. Scholarship Determinations.

Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions made, at the discretion of a Scholarship Review Committee appointed by the Commissioner of Higher Education, based on available funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his or her application, whether the decision is a scholarship award or denial of scholarship.

# 9.2. Notice of Eligibility for Academic Competitiveness Grant.

Each recipient of the scholarship will be notified in the decision letter that the recipient's satisfactory completion of the scholarship criteria also automatically qualifies the recipient, if he or she is a low-income student eligible for a Pell Grant, for a federal Academic Competitiveness Grant (ACG). The decision letter will include information on how to apply for an ACG through the U.S. Department of Education.

# 9.3. Appeals.

Applicants may appeal a denial of scholarship award by submitting a written appeal to the Utah System of Higher Education within 30 days of receipt of the decision letter. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education.

Hillcrest High School 7350 S. 900 E. Midvale, UT 84047

Re: Regents' Scholarship

Dear Principal/Counselor:

I am pleased to inform you of an exciting new scholarship for college-bound high school graduates for which some of your graduating seniors may be eligible. Because this scholarship is brand new, your help is needed to inform potentially eligible high school seniors of this scholarship and to help them apply.

During its 2008 session, the Utah Legislature enacted, and Governor Jon M. Huntsman, Jr. signed into law, S.B. 180, which created the "Regents' Scholarship." This legislation, sponsored by Senator Lyle Hillyard, is designed to motivate high school students to complete a rigorous college- and workforce-prep core course of study and enroll in postsecondary education immediately after high school. Start-up funding was also appropriated.

Specifically, S.B. 180 establishes a base scholarship of up to \$1,000 for any student who completes the prescribed core course of study with a 3.0 or better GPA. It also establishes an "Exemplary Academic Achievement Scholarship" that is worth 75% of tuition for two years of college if a student completes the core course of study with a 3.5 GPA and a 26 or higher ACT score.

Enclosed are several application forms and a description of the scholarship eligibility criteria, including the required core course of study. Please distribute additional copies to seniors who may be eligible, and encourage them to apply. You may also download a PDF of the application materials at the Utah System of Higher Education web site, <a href="https://www.utahsbr.edu">www.utahsbr.edu</a>. <a href="https://www.utahsbr.edu">Applications must be submitted no later than May 30, 2008</a>. Awards will be announced prior to the beginning of the academic year in August, and I will advise you of any recipients from your school.

Thank you for your cooperation and assistance in making students aware of this new scholarship opportunity. If you have specific questions, please contact our office at 801-321-7100.

Sincerely,

David L. Buhler Interim Commissioner of Higher Education

**Enclosures** 

#### April 30, 2008

Re: Regents' Scholarship

Dear Student:

Congratulations on becoming a Utah Scholar. You are one of a select group of 244 students to receive this honor, and should therefore feel very proud of your hard work and accomplishment. Not only have you built a solid academic foundation that will help you throughout life, you are also eligible to apply for an exciting new scholarship for college-bound high school graduates.

The Regents' Scholarship was created by the Utah State Legislature in 2008. This new scholarship program establishes a Base Scholarship of up to \$1,000 for any student who completes a prescribed core course of study, which is patterned after the Utah Scholars core course of study, with a 3.0 or better GPA. It also establishes an Exemplary Academic Achievement Scholarship that is worth up to 75% of tuition for two years of college if a student completes the core course of study with a 3.5 GPA and a 26 or higher ACT score. These scholarships may be used at any public college or university in the Utah System of Higher Education, as well as at Brigham Young University, LDS Business College, Westminster College, and Western Governors University.

Enclosed are an application form and a summary description of the scholarship eligibility criteria, including the required core course of study. You may also download a PDF of the application materials, and obtain additional details about this scholarship program, at the Utah System of Higher Education web site, www.utahsbr.edu.

Applications must be submitted no later than May 30, 2008. Awards will be announced prior to the beginning of the academic year in August, and you will be notified of the decision on your application.

I commend you again for your outstanding academic achievement and encourage you to apply for this scholarship.

Sincerely,

David L. Buhler Interim Commissioner of Higher Education

Enclosures

# **Frequently Asked Questions**

# Regents' Scholarship



- 1. Q: How much is the scholarship worth and what are the basic requirements to earn it?
  - A: The base "Regents' Scholarship" is \$1,000. To earn this scholarship, a student must complete the following courses in grades 9-12, which comprise the Utah Scholars core course of study, with no core grade lower than a "C" and a cumulative high school GPA of 3.0:
    - 4 years of English
    - 4 years of progressively advanced math (at minimum, Algebra 1, Geometry, Algebra 2, and a senior-year class beyond Algebra 2).
    - 3.5 years of social studies
    - 3 years of lab science (one each of Biology, Chemistry, and Physics)
    - 2 years of the same language other than English

In addition, the student must submit a verified ACT score, have no criminal record, be a U.S. citizen, and enroll full-time in college within 12 months of high school graduation.

A student who completes the above requirements with no grade lower than a "B" in the core course of study, obtains a 3.5 or higher cumulative high school GPA, and achieves a 26 or higher on the ACT is eligible for an Exemplary Academic Achievement Scholarship worth 75% of tuition for two (2) years of full-time college enrollment.

- 2. Q: Why these courses?
  - A: The core course of study reflects national research conducted by the U.S. Department of Education, ACT, Achieve, Inc., and other organizations concluding that these courses best prepare students for success in postsecondary education and the modern, global workforce.
- 3. Q. Will certain course grades be "weighted?"
  - A. YES. Advanced Placement (A.P.), concurrent enrollment, International Baccalaureate (I.B.), and pre-I.B. courses will be weighted .25 per semester course or 0.50 per year course. For example, a student who takes a full-year A.P. Calculus class and earns a "C" will have his/her course grade weighted from a 2.0 to a 2.5. The Scholarship Committee does maintain the discretion to use different weighting criteria based on a variety of factors, including but not limited to, school schedules (e.g., terms, trimesters, etc.), student scores on A.P. or I.B. tests, and exceptional or unusual individual circumstances.
- 4. Q: How is the scholarship funded?
  - A: The scholarship was created by the Utah Legislature in 2008 (S.B. 180) and is funded through a state appropriation determined by the Legislature.

- 5. Q: Does the scholarship have to be used at a Utah college or university?
  - A: YES. The scholarship may only be used at Brigham Young University, The College of Eastern Utah, Dixie State College, LDS Business College, Salt Lake Community College, Snow College, Southern Utah University, University of Utah, Utah College of Applied Technology, Utah State University, Utah Valley University, Weber State University, or Westminster College.
- 6. Q: Is the scholarship limited to tuition?
  - A: No. The scholarship may be used for any qualifying college-related expense, including tuition, fees, housing, and books.
- 7. Q: May I still receive and use the Regents' Scholarship if I already have another scholarship?
  - A: YES. You may "stack" the Regents' Scholarship on top of other scholarships and federal grant aid, including Pell Grants and the Academic Competitiveness Grant, but you may not be awarded both the Regents' Scholarship and a New Century Scholarship.
- 8. Q: How do I open a Utah Educational Savings Plan (UESP) account?
  - A: Please visit www.uesp.org or call 1-800-418-2551.
- 9. Q: Where can I obtain more information about Utah Scholars and the Regents' Scholarship?
  - A: More information about Utah Scholars and the Regents' Scholarship may be obtained at the Utah Scholars web site (www.utahscholars.org), the Utah State Board of Regents web site (www.utahsbr.edu), the Utah Higher Education Assistance Authority web site (www.uheaa.org), and the UtahMentor web site (www.utahmentor.org). You may also call the Utah System of Higher Education at (801) 321-7200.

# May 22, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Campus Retention Plan Reports from Weber State University and Utah State University—

Information Item

#### <u>Issue</u>

As a follow-up item to the Board's Planning Retreat on persistence on March 20, 2008, the Board approved the Commissioner's recommendation that each institution should give a report regarding its current and future plans to improve student retention and completion rates. Because each of the institutions has unique student populations and programs designed to address retention, the sharing of such information will benefit not only the Regents but the system campuses as the institutions have the opportunity to learn from each other.

### Background

Beginning this month with presentations from Weber State University and Utah State University, we will hear a presentation from each institution over the next few months about campus efforts to promote student persistence. Presentations will be delivered to the Strategic Planning & Communications Committee according to the following schedule:

May 30 (Gateway): Weber State University and Utah State University July 11 (SUU): Southern Utah University and Dixie State College

Sept. 5 (CEU): College of Eastern Utah and Snow College

Oct. 24 (MATC): UCAT and UVU

Dec. 5 (U of U): University of Utah and Salt Lake Community College

Institutional representatives may coordinate these presentations with Dave Doty, Assistant Commissioner & Director of Policy Studies (801-321-7111, <a href="mailto:ddoty@utahsbr.edu">ddoty@utahsbr.edu</a>).

# Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Interim Commissioner of Higher Education

# May 22, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report on the Education Systems for the 21<sup>st</sup> Century Legislative Task Force—

Information Item

#### Issue

During its 2008 General Session, the Utah Legislature considered H.B. 490 ("Legislative Task Forces and Study Priorities"), which would have authorized and funded several legislative task forces and priorities for interim study. Among the proposed task forces was an "Education Systems for the 21st Century Task Force," which shall "review and make recommendations on how the state's public and higher education systems meet the education and workforce needs of the state and its people in the 21st Century global economy, including . . . (iv) the State Board of Regents; (v) the Utah College of Applied Technology; . . . (vii) the commissioner of higher education; and (viii) the roles, missions, and governance of institutions of higher education."

While H.B. 490 did not pass, the Legislative Management Committee did form a "Higher Education and Applied Technology Education Governance Committee" during the interim, tasked with studying most of the same issues identified in H.B. 490. This report will provide an update on the committee's focus and work to date.

#### Background

The committee, chaired by Senator Curtis Bramble and Representative Kevin Garn, has met twice, on April 30, 2008, and May 13, 2008. The committee has scheduled its next meeting for May 27, 2008 at 9:00 a.m.

Thus far the committee's focus has been on applied technology governance and the role of UCAT in delivering career and technical education within the Utah System of Higher Education. At the April 30<sup>th</sup> meeting, presentations were made by Interim Commissioner David L. Buhler, WSU President Ann Millner, UCAT President Rick White, and Tom Bingham, President of the Utah Manufacturers Association. At the May 13<sup>th</sup> meeting, presentations were made by SLCC President Cynthia Bioteau; Mary Shumway, CTE Director at the Utah State Office of Education; Don Ipson, Chair of the UCAT Board of Trustees; Campus Presidents Richard Maughan, Collette Mercier, and Mike Bouwhuis; and UCAT Board member William Prows. Time ran out before the committee could hear from UVSC President William Sederburg and Interim Commissioner Buhler. They will be on the May 27 agenda.

Agendas for future meetings have not yet been determined, although we anticipate further discussion about UCAT and perhaps several other issues related to higher education governance. The Commissioner will brief the Strategic Planning and Communications Committee at the May 30 meeting.

# Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Interim Commissioner of Higher Education

DLB/DSD:jc Attachments

# **Senator Howard A. Stephenson** proposes the following substitute bill:

| 1      | LEGISLATIVE TASK FORCES AND STUDY                                                                        |  |  |  |
|--------|----------------------------------------------------------------------------------------------------------|--|--|--|
| 2      | PRIORITIES                                                                                               |  |  |  |
| 3      | 2008 GENERAL SESSION                                                                                     |  |  |  |
| 4      | STATE OF UTAH                                                                                            |  |  |  |
| 5      | Chief Sponsor: David Clark                                                                               |  |  |  |
| 6      | Senate Sponsor: Curtis S. Bramble                                                                        |  |  |  |
| 7<br>8 | LONG TITLE                                                                                               |  |  |  |
| 9      | General Description:                                                                                     |  |  |  |
| 10     | This bill creates legislative task forces and authorizes certain additional interim                      |  |  |  |
| 11     | committee meetings.                                                                                      |  |  |  |
| 12     | Highlighted Provisions:                                                                                  |  |  |  |
| 13     | This bill:                                                                                               |  |  |  |
| 14     | <ul> <li>establishes statutory provisions for legislative task forces, including membership,</li> </ul>  |  |  |  |
| 15     | chairs, compensation of members, and staffing;                                                           |  |  |  |
| 16     | <ul> <li>establishes the Public Education Task Force, the Education Systems for the 21st</li> </ul>      |  |  |  |
| 17     | Century Task Force, and the Immigration Task Force;                                                      |  |  |  |
| 18     | <ul> <li>requires the task forces to review, make recommendations, and present a final report</li> </ul> |  |  |  |
| 19     | on specified issues; and                                                                                 |  |  |  |
| 20     | <ul> <li>authorizes up to five additional meetings during the 2008 interim for the Revenue</li> </ul>    |  |  |  |
| 21     | and Taxation Interim Committee.                                                                          |  |  |  |
| 22     | Monies Appropriated in this Bill:                                                                        |  |  |  |
| 23     | This bill appropriates:                                                                                  |  |  |  |
| 24     | ► \$185,000 from the General Fund for fiscal year 2007-08 only.                                          |  |  |  |
| 25     | Other Special Clauses:                                                                                   |  |  |  |



|          | The uncounted sections in this offi are repealed on November 30, 2008.                    |
|----------|-------------------------------------------------------------------------------------------|
| Į        | Jtah Code Sections Affected:                                                              |
| E        | ENACTS:                                                                                   |
|          | <b>36-12-20</b> , Utah Code Annotated 1953                                                |
| ι        | Incodified Material Affected:                                                             |
| E        | ENACTS UNCODIFIED MATERIAL                                                                |
| =        |                                                                                           |
| E        | Be it enacted by the Legislature of the state of Utah:                                    |
|          | Section 1. Section 36-12-20 is enacted to read:                                           |
|          | 36-12-20. Legislative task forces Membership Interim rules followed                       |
| (        | Compensation Staff.                                                                       |
|          | (1) A legislative task force shall consist of the following 11 members:                   |
|          | (a) four members of the Senate appointed by the president of the Senate, no more than     |
| tl       | hree of whom may be from the same political party; and                                    |
|          | (b) seven members of the House of Representatives appointed by the speaker of the         |
| E        | House of Representatives, no more than five of whom may be from the same political party. |
|          | (2) (a) The president of the Senate shall designate a member of the Senate appointed      |
| ļ        | under Subsection (1)(a) as a cochair of the task force.                                   |
|          | (b) The speaker of the House of Representatives shall designate a member of the House     |
| )        | of Representatives appointed under Subsection (1)(b) as a cochair of the task force.      |
|          | (3) In conducting its business, the task force shall comply with the rules of legislative |
| <u>.</u> | nterim committees.                                                                        |
|          | (4) Salaries and expenses of the members of the task force shall be paid in accordance    |
| V        | vith Section 36-2-2 and Legislative Joint Rules, Title 5, Chapter 3, Expense and Mileage  |
| F        | Reimbursement for Authorized Legislative Meetings, Special Sessions, and Veto Override    |
| S        | Sessions.                                                                                 |
|          | (5) The Office of Legislative Research and General Counsel shall provide staff support    |
| t        | o the task force.                                                                         |
|          | (6) Except as provided in its enabling legislation, a task force may hold up to eight     |
| <u>n</u> | neetings from April through November.                                                     |
|          | (7) A task force shall study issues, make recommendations, and report to an interim       |

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| 5/ | committee as provided in its enabling legislation.                                              |
|----|-------------------------------------------------------------------------------------------------|
| 58 | Section 2. 2008 Interim Legislative task forces Additional interim committee                    |
| 59 | meetings.                                                                                       |
| 60 | (1) The following legislative task forces are created during the 2008 interim:                  |
| 61 | (a) the Public Education Task Force;                                                            |
| 62 | (b) the Education Systems for the 21st Century Task Force; and                                  |
| 63 | (c) the Immigration Task Force.                                                                 |
| 64 | (2) Except as provided in Subsection (3), the task forces described under Subsection            |
| 65 | (1) shall comply with the provisions under Section 36-12-20.                                    |
| 66 | (3) (a) (i) In addition to the 11 legislators described under Subsection 36-12-20, the          |
| 67 | Public Education Task Force shall consist of the following seven members, for a total of 18     |
| 68 | members:                                                                                        |
| 69 | (A) the governor or the governor's designee;                                                    |
| 70 | (B) two members from the State Board of Education, appointed by the president of the            |
| 71 | Senate and speaker of the House of Representatives, in consultation with the State Board of     |
| 72 | Education;                                                                                      |
| 73 | (C) two local board of education members, one from an urban school district and one             |
| 74 | from a rural school district, appointed by the president of the Senate and speaker of the House |
| 75 | of Representatives, in consultation with the Utah School Boards Association; and                |
| 76 | (D) one classroom teacher who is designated NCLB highly qualified under rules of the            |
| 77 | State Board of Education, appointed by the president of the Senate and speaker of the House of  |
| 78 | Representatives; and                                                                            |
| 79 | (E) one employer who relies on employees with math or science competency,                       |
| 80 | appointed by the president of the Senate and speaker of the House of Representatives.           |
| 81 | (ii) (A) The president of the Senate shall designate a member of the Senate appointed           |
| 82 | under Subsection (3)(a)(i)(A) as cochair of the task forces.                                    |
| 83 | (B) The speaker of the House of Representatives shall designate a member of the                 |
| 84 | House of Representatives appointed under Subsection (3)(a)(i)(B) as a cochair of the task       |
| 85 | forces.                                                                                         |
| 86 | (iii) The Office of Legislative Research and General Counsel shall provide staff                |
| 87 | support to the task forces.                                                                     |

| 88  | (b) (i) A majority of the members of the task force constitute a quorum.                         |  |  |  |  |
|-----|--------------------------------------------------------------------------------------------------|--|--|--|--|
| 89  | (ii) The action of a majority of a quorum constitutes the action of the task force.              |  |  |  |  |
| 90  | (iii) (A) Salaries and expenses of the members of the task force who are legislators             |  |  |  |  |
| 91  | shall be paid in accordance with Section 36-2-2 and Legislative Joint Rules, Title 5, Chapter 3, |  |  |  |  |
| 92  | Expenses and Mileage Reimbursement for Authorized Legislative Meetings, Special Sessions,        |  |  |  |  |
| 93  | and Veto Override Sessions.                                                                      |  |  |  |  |
| 94  | (B) A member of the task force who is not a legislator may not receive compensation              |  |  |  |  |
| 95  | for the member's work associated with the task force, but may receive per diem and               |  |  |  |  |
| 96  | reimbursement for travel expenses incurred as a member of the task force at the rates            |  |  |  |  |
| 97  | established by the Division of Finance under Sections 63A-3-106 and 63A-3-107.                   |  |  |  |  |
| 98  | (c) The Public Education Task Force shall study and make recommendations on:                     |  |  |  |  |
| 99  | (i) the implementation of a goal-driven compensation system, including how                       |  |  |  |  |
| 100 | performance incentives may be implemented to motivate teachers in improving performance          |  |  |  |  |
| 101 | and student achievement; and                                                                     |  |  |  |  |
| 102 | (ii) mathematics, science, and technology education.                                             |  |  |  |  |
| 103 | (d) In conducting the study described under Subsection (3)(c)(i), the task force shall:          |  |  |  |  |
| 104 | (i) identify assessments of teacher performance that are valid, reliable, and objective;         |  |  |  |  |
| 105 | (ii) (A) evaluate to what extent existing data and data systems may be used to measure           |  |  |  |  |
| 106 | learning gains of a teacher's students; and                                                      |  |  |  |  |
| 107 | (B) determine what modifications of data or data systems are needed to effectively               |  |  |  |  |
| 108 | measure learning gains of a teacher's students;                                                  |  |  |  |  |
| 109 | (iii) identify assessments of teacher performance for teachers that teach subjects not           |  |  |  |  |
| 110 | tested by U-PASS (Utah Performance Assessment System for Students);                              |  |  |  |  |
| 111 | (iv) consider the appropriateness of compensation based on individual, team, or                  |  |  |  |  |
| 112 | school-based performance, or a combination of those, and to what extent school districts or      |  |  |  |  |
| 113 | schools should have flexibility in determining whether awards are based on individual, team, or  |  |  |  |  |
| 114 | school-based performance, or a combination of those;                                             |  |  |  |  |
| 115 | (v) consider how to transition from existing teacher compensation systems to systems             |  |  |  |  |
| 116 | in which a portion of compensation is based on performance; and                                  |  |  |  |  |
| 117 | (vi) consider what should be an appropriate range for the amount of a                            |  |  |  |  |
| 118 | performance-based award or what portion of total compensation should be based on                 |  |  |  |  |

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| 119 | <u>performance.</u>                                                                            |
|-----|------------------------------------------------------------------------------------------------|
| 120 | (e) (i) In conducting the study described under Subsection (3)(c)(ii), the task force shall    |
| 121 | first review and make recommendations on the following issues:                                 |
| 122 | (A) mathematics education in the state, including building upon best current practices         |
| 123 | and recently revised items;                                                                    |
| 124 | (B) world-class mathematics standards for the state, including a comparison with               |
| 125 | standards established in other states and nations;                                             |
| 126 | (C) the state's mathematics core curriculum;                                                   |
| 127 | (D) mathematics testing;                                                                       |
| 128 | (E) professional development of mathematics educators;                                         |
| 129 | (F) the recruitment of quality mathematics educators;                                          |
| 130 | (G) methods to improve students' mathematics performance, including reducing the               |
| 131 | need for remedial courses in both public education and higher education; and                   |
| 132 | (H) the articulation of mathematics education and courses between public education             |
| 133 | and higher education.                                                                          |
| 134 | (ii) As time permits, the task force shall review and make recommendations on issues           |
| 135 | relating to science and technology education.                                                  |
| 136 | (iii) The task force shall seek input from the State Board of Education, the State Board       |
| 137 | of Regents, the Utah School Boards Association, the Utah School Superintendents Association,   |
| 138 | parents and teachers associations, mathematics educators, science and technology educators,    |
| 139 | the state's colleges of education, departments of mathematics, and science and technology      |
| 140 | departments, mathematicians, businesses and industries whose employees require                 |
| 141 | mathematical, science, and technology knowledge, and parents when it performs the duties       |
| 142 | described under Subsections (3)(e)(i) and (3)(e)(ii).                                          |
| 143 | (f) The task force shall regularly report to the Education Interim Committee during the        |
| 144 | 2008 interim, including the task force's specific proposed items to be reviewed.               |
| 145 | (g) The task force shall issue a final report, including any proposed legislation, to the      |
| 146 | Education Interim Committee before November 30, 2008.                                          |
| 147 | (4) (a) The Education Systems for the 21st Century Task Force shall review and make            |
| 148 | recommendations on how the state's public and higher education systems meet the education      |
| 149 | and workforce needs of the state and its people in the 21st Century global economy, including: |

| 150 | (i) governance of the State System of Public Education;                                    |  |  |  |  |
|-----|--------------------------------------------------------------------------------------------|--|--|--|--|
| 151 | (ii) governance of the State System of Higher Education;                                   |  |  |  |  |
| 152 | (iii) the State Board of Education;                                                        |  |  |  |  |
| 153 | (iv) the State Board of Regents;                                                           |  |  |  |  |
| 154 | (v) the Utah College of Applied Technology;                                                |  |  |  |  |
| 155 | (vi) the superintendent of public instruction;                                             |  |  |  |  |
| 156 | (vii) the commissioner of higher education; and                                            |  |  |  |  |
| 157 | (viii) the roles, missions, and governance of institutions of higher education.            |  |  |  |  |
| 158 | (b) The task force may study any other issue relating to the State System of Public        |  |  |  |  |
| 159 | Education and the State System of Higher Education as determined by the task force.        |  |  |  |  |
| 160 | (c) A final report, including any proposed legislation shall be presented to the           |  |  |  |  |
| 161 | Education Interim Committee and the Business and Labor Interim Committee before            |  |  |  |  |
| 162 | November 30, 2008.                                                                         |  |  |  |  |
| 163 | (5) (a) The Immigration Task Force shall review and make recommendations on the            |  |  |  |  |
| 164 | following issues:                                                                          |  |  |  |  |
| 165 | (i) current and proposed federal and state laws, programs, and policies that relate to     |  |  |  |  |
| 166 | unauthorized or illegal immigrants residing within the state, including:                   |  |  |  |  |
| 167 | (A) employer verification of an employee's immigration status;                             |  |  |  |  |
| 168 | (B) postsecondary education benefits;                                                      |  |  |  |  |
| 169 | (C) access to federal, state, and local public benefits, including health care, food       |  |  |  |  |
| 170 | stamps, and cash assistance; and                                                           |  |  |  |  |
| 171 | (D) obtaining a valid driver license or identification card;                               |  |  |  |  |
| 172 | (ii) the state's role in enforcing federal immigration law, both criminal and civil;       |  |  |  |  |
| 173 | (iii) federal preemption of current or proposed state immigration laws; and                |  |  |  |  |
| 174 | (iv) the budgetary costs and economic benefits of illegal immigrants to the state.         |  |  |  |  |
| 175 | (b) The task force may study any other issue relating to illegal or unauthorized           |  |  |  |  |
| 176 | immigration as determined by the task force.                                               |  |  |  |  |
| 177 | (c) A final report, including any proposed legislation shall be presented to the           |  |  |  |  |
| 178 | Workforce Services and Community and Economic Development Interim Committee, the           |  |  |  |  |
| 179 | Business and Labor Interim Committee, and the Law Enforcement and Criminal Justice Interim |  |  |  |  |
| 180 | Committee before November 30, 2008.                                                        |  |  |  |  |

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| 181 | (6) (a) The Revenue and Taxation Interim Committee is authorized to hold up to five              |
|-----|--------------------------------------------------------------------------------------------------|
| 182 | additional meetings during the 2008 interim to review and make recommendations related to        |
| 183 | the state's property tax system.                                                                 |
| 184 | (b) In conducting the study described under Subsection (6)(a), the committee may seek            |
| 185 | the assistance of:                                                                               |
| 186 | (i) the Utah State Tax Commission, Utah Tax Review Commission, and local                         |
| 187 | government officials responsible for property tax administration; and                            |
| 188 | (ii) others with expertise relating to the state's property tax system.                          |
| 189 | Section 3. Appropriation.                                                                        |
| 190 | There is appropriated \$185,000 from the General Fund for fiscal year 2007-08 only, as           |
| 191 | follows:                                                                                         |
| 192 | (1) \$44,000 to the Senate to pay for compensation and expenses of senators on                   |
| 193 | legislative task forces and for additional interim committee meetings;                           |
| 194 | (2) \$81,000 to the House of Representatives to pay for the compensation and expenses            |
| 195 | of representatives on legislative task forces and for additional interim committee meetings; and |
| 196 | (3) \$60,000 to the Office of Legislative Research and General Counsel to pay for:               |
| 197 | (a) staffing and other costs relating to the Revenue and Taxation Interim Committee's            |
| 198 | study of the state's property tax system; and                                                    |
| 199 | (b) per diem and reimbursement for travel expenses for task force members who are                |
| 200 | not legislators.                                                                                 |
| 201 | Section 4. Repeal date.                                                                          |
| 202 | Uncodified Sections 2 and 3 of this bill are repealed on November 30, 2008.                      |

# H.B. 490 1st Sub. (Buff) - Legislative Task Forces and Study Priorities

# **Fiscal Note**

# 2008 General Session State of Utah

# **State Impact**

This bill appropriates \$185,000 from the General Fund, one-time, in fiscal year 2008 for Legislative task forces - \$44,000 to the Senate, \$81,000 to the House of Representatives, and \$60,000 to the Office of Legislative Research and General Counsel.

|                        | FY 2008   | FY 2009 | FY 2010 | F Y 2008 |         | 1 1 2010 |
|------------------------|-----------|---------|---------|----------|---------|----------|
|                        | Approp.   | Approp. | Approp. |          | Revenue | Revenue  |
| General Fund, One-Time | \$185,000 | \$0     | \$0     | 7(1)     | 30      | \$0      |
| Total                  | \$185,000 | \$0     | \$0     | \$0      | \$0     | \$0      |
|                        |           |         |         |          |         |          |

#### Individual, Business and/or Local Impact

Enactment of this bill likely will not result in direct, measurable costs and/or benefits for individuals, businesses, or local governments.

3/5/2008, 9:01:59 PM, Lead Analyst: Allred, S.

Office of the Legislative Fiscal Analyst

# **AGENDA**

# HIGHER EDUCATION AND APPLIED TECHNOLOGY GOVERNANCE COMMITTEE

UTAH LEGISLATURE

Tuesday, May 13, 2008 • 2:00 p.m. • Room C450 State Capitol

#### 1. Committee Business

- Call to order
- Approval of the minutes of the April 30, 2008 meeting

#### 2. Career and Technical Education Issues

At its previous meeting, the Committee reviewed the history of the Utah College of Applied Technology (UCAT) and the current delivery of career and technical education (CTE) within the Utah System of Higher Education (USHE), with a focus on UCAT. The emerging issues relating to CTE in Utah can be categorized as:

- 1) Differing Definitions of CTE
- 2) Role and Mission of Institutions Providing CTE
- 3) Credit and Degrees
- 4) Costs
- 5) Governance

At today's meeting, presenters representing public education, UCAT, and USHE are invited to discuss one or more of the issues above, cite specific problems, and give recommendations to the Committee.

- Mary Shumway, CTE Director, State Office of Education
- Don Ipson, Chair, Utah College of Applied Technology Board of Trustees
- William Prows, Board Member, Davis Applied Technology College Board of Directors
- UCAT Campus Presidents
- Other USHE Institutional Representatives
- David Buhler, Interim Commissioner, Utah System of Higher Education

# 3. Other Items / Adjourn

# AGENDA

# HIGHER EDUCATION AND APPLIED TECHNOLOGY GOVERNANCE COMMITTEE

UTAH LEGISLATURE

Wednesday, April 30, 2008 • 2:00 p.m. • Room C450 State Capitol

#### 1. Committee Business

- Call to order
- Welcome and Introduction of Committee Members and Staff

#### 2. History of Applied Technology Governance in Utah

Legislative staff will give an overview of the current and past governance of the state's applied technology institutions.

Staff Briefing

### 3. Applied Technology Education

The Committee will receive reports from the Utah System of Higher Education and the Utah College of Applied Technology (UCAT) on issues relating to delivery of applied technology education in the state, including the recent or proposed mergers of certain UCAT college campuses with other institutions of higher education.

- David Buhler, Interim Commissioner, Utah System of Higher Education
- Rick White, President, Utah College of Applied Technology
- Tom Bingham, Member, UCAT Board of Trustees; President, Utah Manufacturers Association

# 4. Other Items / Adjourn

# Higher Education and Applied Technology Governance Committee

# **UCAT Key Messages**

- 1. Technical colleges have a unique mission to drive the economy by responding to regional employer needs by training their workforce.
- 2. Therefore, technical colleges must remain
  - employer/industry directed;
  - flexible:
  - student focused, affordable and accessible; and
  - competency based, with timely practical application.
- Utah's interests will be best served by a system of strong technical colleges. The legislature should:
  - a. Create an independent state level board to oversee the system of technical colleges. Their role should be one of statewide oversight and advocacy, to include the current provision of forwarding of budget and capital facilities recommendations directly to the Governor's Office and legislature. It should consist of:
    - Business and industry representatives (majority);
    - Public education and traditional higher education representatives; and
    - Others as needed.
  - b. Establish state level leadership for the system (current UCAT central office organization) to work with the technical college system state board, assist with state-wide coordination and collaboration among the technical colleges, serve as liaison with public education and traditional higher education, and coordinate requests to the Governor's Office and legislature.
  - c. Support accreditation through an organization that supports technical education, thereby staying true to the operating characteristics, role, and mission of a technical college.
  - d. Authorize credit and one terminal Associate of Applied Science in Technology degree for the system. The board should be empowered to authorize the use of credit and/or one terminal degree as deemed appropriate in each region. Required traditional general education should be provided by traditional colleges and universities.
  - e. Protect the system of technical colleges from becoming community colleges.

### May 22, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report on the Governor's Globally Competitive Workforce Steering Committee —

Information Item

#### Issue

On May 7, 2008, Utah Governor Jon M. Huntsman, Jr., announced the formation of a new "Globally Competitive Workforce Committee" to help him develop state policy on Utah's future workforce needs and the best ways to address such needs. The 17-member steering committee includes several higher education leaders, including Interim Commissioner David L. Buhler, Regent Patti Harrington (as State Superintendent of Public Instruction), and President Michael Young. Because the steering committee's work may have significant implications for the programs and directions of USHE institutions, the Office of the Commissioner will provide regular updates to the Board on the steering committee's tasks and progress between now and next fall.

# **Background**

The steering committee met for the first time on May 7, 2008, and was presented with a challenge which in part stated: "Utah enjoys the nation's best economy and highest quality of life. To build upon these strengths and assure a competitive edge for generations, we must examine ways to improve, enhance, and redesign our education and training system so it can prepare our citizens with the most competent, creative, and innovative skills on the planet . . . We must prepare knowledge workers who can adapt quickly to changing markets, rather than assembly line workers, to compete and thrive in this new economic paradigm."

Members of the steering committee also learned about the steering committee's four objectives, which are:

- Significantly improve our state's capacity to compete for high paying jobs in the highest growth occupations and industries on a global basis.
- Identify and improve competencies existing workers need to compete and bring sustainable longterm economic development to our state.

- Design and execute systemic changes that improve measurable outcomes.
- Establish an effective change process for realizing our common interests.

The steering committee will rely on "Lean Six Sigma" methodology, which focuses businesses and agencies on customer-centered, data-driven, and speedy improvement, as well as "Kaizen principles," which are Japanese-based improvement strategies that seek to continually improve all functions of a business through the systemic involvement of all stakeholders, from top management to the line worker. A working group is being formed which will meet, a week at a time, once a month as follows:

- June 2-6, 2008: Governance, organization, and finance
- July 14-18, 2008: Management systems, teacher recruitment, attrition, assessment, and compensation
- August 18-22, 2008: Adult literacy/competency development in the workforce and economic development
- September 15-19, 2008: Early childhood education and education assessment/curriculum development

Commissioner Buhler has assigned Dave Doty, Assistant Commissioner and Director of Policy Studies, to be his representative on the working group, with assistance from other OCHE senior staff as needed. The steering committee has been charged with identifying legislative priorities by September 22, 2008, and with making a final project report, including key recommendations, by December 1, 2008. Regular reports will be given to the Strategic Planning and Communications Committee. Attached is some background information on the Task Force and working group.

#### Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Interim Commissioner of Higher Education

DLB/DSD:jc Attachments

# Deseret News

# Governor's panel to identify needs of work force in Utah

By Brice Wallace

**Deseret News** 

Published: May 8, 2008

Gov. Jon Huntsman Jr. isn't the first governor to describe Utah's labor pool as "world-class," and he's taking action to ensure he's not the last.

Huntsman on Wednesday said he was forming a committee that will look at how to i)mprove Utah's work force to compete better in the global economy.

Utah has been described as having a "world-class work force." he said.

"By yesterday's definition, that might be true," he said. "And I think by today's definition that might still be true. But this is to ensure that tomorrow's definition is also true."

Huntsman said during a news conference that the 17-member Globally Competitive Workforce Steering Committee — consisting of leaders in government, business, education and labor — will report in early autumn about "future work-force needs" and how to address them.

"I don't have the answers in terms of what that might look like. Nobody does," he said. "We simply have a process that's going to allow us to address some of the issues that relate to a truly competitive work force and to come up with some of the right fixes as we go forward. I'm here to tell you that, guaranteed, we've already got a lot of good ones in place. We just want to simply build upon what we've already started."

Much of the discussion Wednesday focused on improvements in education that would give graduating Utah high school and college students the skills needed to help the U.S. compete economically with other countries. Huntsman wants Utahns to become "lifelong learners" who are able to be "innovative and creative."

Huntsman promoted strategies that would "put teaching back on a pedestal," increase the number of Utahns getting a college education, and compare Utah's situation with those of other states and other countries.

"It all starts, everything we're going to do, with the teacher in the classroom," the governor said.

William Brock, a former senator and congressman from Tennessee and a U.S. trade representative and labor secretary in the Reagan administration, is working with several states looking for work force improvements.

"We are not doing enough to give our kids or our workers an opportunity to be productive and competitive in a global work force," Brock said.

Among Utah industries needing skilled workers are energy and personal medicine and biotechnology, Huntsman said.

"With the world moving as quickly as it is and transforming the competitive landscape as rapidly as is the case today, it is imperative that we get the right work-force preparation," he said.

#### Globally Competitive Workforce Steering Committee

Lane Beattie, president and chief executive officer of the Salt Lake Chamber

Pamela Atkinson, community advocate

Scott Anderson, president and chief executive officer of Zions Bank

Michael Young, president of the University of Utah

Kim Campbell, president of the Utah Education Association

Patti Harrington, superintendent in the Utah State Office of Education

Rich Sadler, chairman of the State Board of Education

Dinesh Patel, managing director of vSpring Capital

Christine Kearl, education director in the Governor's Office

Kristin Cox, director of the Utah Department of Workforce Services

Gayle McKeachnie, rural and legislative affairs coordinator in the Governor's Office

Dave Buhler, commissioner of higher education

Jim Judd, president of the AFL-CIO

Sen. Lyle Hillyard, R-Logan

Sen. Pat Jones, D-Holladay

Rep. Phil Riesen, D-Salt Lake

Rep. Greg Hughes, R-Draper

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# The Salt Lake Tribune

http://www.sltrib.com

Shaping tomorrow

# Guv: Education key to viable work force

Huntsman appoints panel to recommend how to improve state's labor pool By Steven Oberbeck

By Steven Oberbeck The Salt Lake Tribune Salt Lake Tribune

Article Last Updated: 05/07/2008 11: 48: 30 PM MDT

Utah's work force is known worldwide for being highly educated and highly motivated - just ask the state's economic development officials who frequently use that selling point to lure out-of-state companies into relocating here.

Gov. Jon Huntsman Jr., however, is worried about the future.

He fears that if something isn't done to maintain and improve the quality of education in Utah, that vaunted work force soon might lose its edge and be unable to compete in the fast-moving global economy.

"We need to make certain every element is in place to ensure we have a truly competitive work force," Huntsman said.

The governor made his remarks at a news conference Wednesday afternoon called to announce the formation of "The Globally Competitive Workforce Steering Committee" - a group of education, business and civic leaders brought together to formulate solutions to the challenges the state will face as its addresses the work force needs of tomorrow.

Utah's work force has been world class, Huntsman said. "It was true by yesterday's definition, and it might be true by today's definition. But this is to make sure it will be true by tomorrow's definition."

The 17-member committee includes such Utah business leaders as Lane Beattie, president of the Salt Lake Chamber of Commerce; Scott Anderson, chief executive of Zions Bank; and Jim Judd, president of the AFL-CIO of Utah.

Among the eduction leaders are well-known names such as Michael Young, president of the University of Utah; Kim Campbell, president of the Utah Education Association; Rich Sadler, chairman of the State Board of Education; and the state's commissioner of higher education, Dave Buhler.

The challenge in addressing the education and work force needs will be to not just stand back and be satisfied with the status quo, said Beattie. "We have to concentrate on making a difference."

Committee members, who also include Pattie Harrington, superintendent of the Utah State Office of Education, were asked by Huntsman to issue a report with policy recommendations in the fall. "It is important we get this right," he said.

Well-known Utah entrepreneur Dinesh Patel also will be serving on the committee, as will the governor's education director, Christine Kearl, and the director of the Utah Department of Workforce Services, Kristin Cox.

For Patel, the managing director of vSpring Capital, the issue of whether Utah will be able to compete is less of a philosophical challenge and more of a nuts-and-bolts problem.

"The obstacle the Utah economy faces is the lack of supply of qualified people - the engineers and scientists who are going to be in high demand in the future. We need to focus on preparing our children beginning in grades K-through-12 to step in and fill those positions."

Other community and political leaders on the committee are Pamela Atkinson, a long-time advocate for Utah's homeless; Gayle McKeachnie of the Governor's Office of Rural and Legislative Affairs; Utah state Sens. Lyle Hillyard, R-Logan, and Patricia Jones, D-Holladay; and state Reps. Phil Riesen, D-Holladay, and Greg Hughes, R-Draper.

steve@sltrib.com

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### Real Change for a Globally Competitive Workforce

Utah's Globally Competitive Workforce Steering Committee



May 7, 2008



### **Objectives**

- 1. Significantly improve our state's capacity to compete for high paying jobs in the highest growth occupations and industries on a global basis.
- 2. Identify and improve competencies existing workers need to compete and bring sustainable long-term economic development to our state.
- 3. Design and execute systemic changes that improve measurable outcomes.
- Establish an effective change process for realizing our common interests.



### What is LeanSixSigma?

- Definition
  - Customer-focused change strategy
  - Driven by leaders at all levels and data
  - Using teamwork and proven improvement tools
  - Integrates analysis and design across organization boundaries
- To Deliver
  - Real results



### Why L6 \sigma and Why Now?

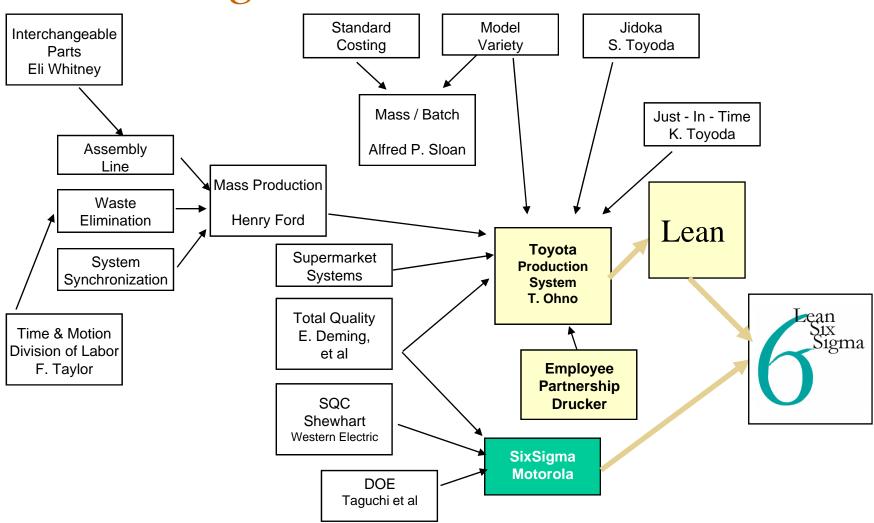
- Powerful combination of tools
  - Lean: to eliminate waste
  - Six sigma: to eliminate variation
- Tool to Achieve the Vision and Objectives
  - Improvement projects with accountability
  - Linked to Utah's strategic objectives



### What Lean Is & Is Not

- What Lean Is...
  - A critical element of a strategy where **TIME** is strategically important.
  - A proven method to achieve concrete results.
  - A marathon, not a sprint; a journey, not an event.
- What Lean Is NOT ...
  - A Quick Fix. It takes time to change processes and cultures.
  - Easy to do. Often it is painful
  - Something done in addition to..., it is "instead" of.

### LeanSixSigma Evolution





### LeanSixSigma Principles

- Specify value in the eyes of the customer.
- Identify the value stream; eliminate waste and variation.
- Make value flow at the pull of the customer.
- Involve, align and empower stakeholders.
- Continuously improve processes in pursuit of perfection.



### The DMAIC Process

Focus on Fixing the Problem, Not "Fixing the Blame"

DEFINE MEASURE ANALYZE IMPROVE CONTROL

#### Define:

- Customers
- Requirements
- Project Boundaries
- Process

#### Measure:

- Cycle time
- Defect Types
- Defect Frequency
- Client Feedback
- Process Cost
- Outcomes

#### Analyze:

- Data to Information
- Process Problems
- Opportunities
- Performance Gaps
- Variation Sources
- Root Causes

#### Improve:

- ID Solutions
- Fix Problems
- Prevent Problems
- Innovate
- Use Technology
- Structure

#### **Control:**

- Keep the Gain
- SOPs
- Systems
- Structures



### Launching Continuous Improvement

- Lean is more than tools
- Data, analysis and disciplined project management is key
- Lean application eliminates waste...

But what is waste and who decides the difference between value creating activities and waste?



### What is Waste?

Waste is:

Any activity that is not adding value for the customer.

The 0.5 to 5 rule:

Across many organizations, value is actually being added between 0.5% and 5% of total time.

Time is Critical:

Never delay customer value by a non-value adding step, eliminate or do in parallel.



### Value Stream Activity Types

### Value Creating Activities

- Activities where the service, information, is transformed into a state - for the first time - as required by the customer.
- Activities which, when asked, the customer is willing to pay for.

## Non-Value Adding but Necessary Activities

 Activities causing no value to be created but which cannot be eliminated based on current state of technology or thinking.

### Non-Value Adding Activities

- Activities which consume resources but create no value in the eyes of the customer.
- Pure Waste



### Examples of Waste

- Too many reports, reviews, approvals. Doing more than is needed.
- Waiting for meetings to start. Waiting for information, paperwork, approvals.
- Manual paperwork and data collection systems. Overly-complex computer systems.
- Underutilized people, equipment and facilities.
- Customers waiting or having their needs unmet after payment is made
- Unnecessary steps. Too many handoffs. Lack of standard procedures.
   Unclear expectations.
- Excessive backlog of work to be processed. Too much paper to be handled, processed.
- Work not meeting requirements. Missing information. Rework, lost time, mistakes.
- Duplication of same or similar organizations, functions, staffing, processes.
- Heavy ratio of indirect costs or staff to front line workers.
- Unclear targets, measurements and control mechanisms.
- Errors, rework.
- Recovering rather than preventing expenses, time wasters.



### How Do You Get Started?

- Define and understand the Value Stream
- Define and understand the types of waste
- Challenge yourself to think differently about everything
- Challenge every element: Does it add value?
- Guard against defending history in the face of data
- Simplify, simplify, simplify
- The goal of the process is to create value in the eyes of the customer- how can we do it faster, better and at lower cost?



### Where to Now?

- Day long LSS training for project teams
- 4-5 day Kaisen from start to service delivery
  - Map current processes end to end
  - ID waste and variation
  - Validate with stakeholders/leaders
  - Design and simplify new process
  - Plan for change, communications and implementation
- Implement the plan/monitor and report progress



#### Globally Competitive Workforce Kaizen Agenda

| Time  | Monday                                                               | Tuesday                                     | Wednesday                                  | Thursday                                  | Friday                                                          |
|-------|----------------------------------------------------------------------|---------------------------------------------|--------------------------------------------|-------------------------------------------|-----------------------------------------------------------------|
|       | <u> </u>                                                             |                                             | ·                                          |                                           | ·                                                               |
| 8:00  | Welcome &                                                            | Recap Day 1                                 | Recap Day 2                                | Recap Day 3                               | Recap Day 4                                                     |
|       | Introductions Objectives and Context: Governor Schedule: Steve Avery | Schedule, Objectives and Process For Kaizen | Review "As Is" process<br>Data and Targets | Complete "To Be" Design                   | Complete Project Planning                                       |
|       | L6σ Principles,<br>Process & Model                                   | Value Stream Mapping                        | "To Be" Design Principles<br>& Process     |                                           |                                                                 |
| 9:30  | Break                                                                | Break                                       | Break                                      | Break                                     | Break                                                           |
| 9:45  | Lean Fundamentals - Lean Simulation 1:                               | Map "As Is" with data                       | "To Be" Design                             | Project Planning and<br>Change Management | Prepare Project Planning<br>And Change Contract<br>Presentation |
| 11:00 | Winner Recognition                                                   |                                             |                                            | Plan the Project                          |                                                                 |
| 12:00 | Lunch                                                                | Lunch                                       | Lunch                                      | Lunch                                     |                                                                 |
| 1:00  |                                                                      | Continue to Map "As Is"<br>With data        | Continue "To Be" Design                    | Continue to Plan Project                  |                                                                 |
|       | Simulation 2: Statapult                                              |                                             |                                            |                                           |                                                                 |
| 2:30  | Break                                                                | Break                                       | Break                                      | Break                                     | Break                                                           |
| 2:45  |                                                                      | Complete "As Is" Map                        | Continue "To Be" Design                    | Continue to Plan Project                  | Present Project Plan and                                        |
|       | Simulation 2: Statapult                                              |                                             |                                            |                                           | Change Contract to<br>Steering Team and Senior<br>Management    |
| 3:30  | Winner Recognition                                                   | Identify Missing Data and collection plan   | Team Report                                |                                           | Comments from Governor                                          |
| 4:30  | Project Planning And Communications                                  |                                             |                                            |                                           | Adjourn                                                         |

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### Kaizen Schedule

- June 16-20: Governance, organization and Finance
- July 14-18: Management systems\*, teacher recruitment, attrition, assessment and compensation
- August 18-22: Adult literacy/competency development in the workforce and economic development
- September 15-19: Early childhood education and education assessment/curriculum development

<sup>\*</sup>Planning, budgeting, program and process design and assessment, performance management, information systems and reporting



### Integration of Initiatives

- K-16 Alliance
- Blue Ribbon on Assessment
- Task Force to Study UCAT and CTE
- Task Force to Study Math and Science Curriculum
- Governor's Child and Family Cabinet Council
- Governor's Early Childhood Commission
- World Language Summit
- Native American Summit
- Public Education Coalition
- Parents for Choice in Education
- National Board Certification Working Group

- Public Education Job Enhancement Program
- Daniel's Fund
- Governor's literacy Commission
- Governor's Math Advisory Board
- USTAR
- Task Force to Study Performance Pay
- Utah Scholar's Initiative
- Parents for Public Education
- GOED's Integration Group
- GOED's Board
- WEEDA
- State Council on Workforce



### Role of the Steering Committee

- Nominate and support working team members: Make sure they are available
- Review data, analysis and recommendations
- Make and support decisions
- Make this a priority in your schedule and time allocation
- Help communicate and enroll others
- Work through breakdowns



# Immediate Request of the Steering Committee

#### **Select working team members who:**

- Represent you
- Knowledge at a detail working level within and across organizations
- Ability to analyze data and think systemically
- Ability to design creative solutions, not silo or paradigm bound
- Ability to help design and execute a detailed project plan
- Track record of delivering results on time, in complex and challenging projects
- Trusted, creditable and effective communicator
- Can dedicate the time for the Kaizens and project execution



### Key Milestones

- September 22nd: Legislative priorities to implement recommendations, project plans finalized and integrated with time frames and accountabilities
- December 1<sup>st</sup>: Project Status reports with progress and gaps identified with recommendations for key decisions and project schedule for 2009



### Project Workstreams

Process improvement (Kaizen initiatives)

Stakeholder involvement (engaging communities)

Technical tasks and policy development

**Project management** 



- What questions do you have about the vision, objectives and process?
- What other objectives would you like to add to help achieve the vision?
- What commitments will we need to make together to achieve real results?

#### May 22, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report of Regents' Strategic Planning Working Group—Information Item

#### Issue

At the direction of the Board, a small working group comprised of Regent Tony Morgan, Regent Jack Zenger, and former Commissioner of Higher Education Richard Kendell, has been charged with developing a short list of strategic themes and issues that are of critical importance to higher education in Utah for both the short term (next 5 years) and the long term (10 years and beyond). This group presented its first report to the Regents at the April 18, 2008 Board meeting, and has since refined its focus and guidelines. An update of the group's progress is important in order to coordinate its work with other strategic planning processes that could have an impact on higher education.

#### **Background**

The working group will present a brief update of its progress since the April Board meeting, including a review of its revised "Assumptions, Themes, and Planning Processes" document, and the group's recommend-dations on how the strategic planning process should be staffed and coordinated. In addition, the working group will share its thoughts on how to integrate its efforts with the newly formed Governor's Globally Competitive Workforce Steering Committee.

Additional status reports from the working group will be provided to the Strategic Planning & Communications Committee at future meetings of the Board between July and December 2008.

#### Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Interim Commissioner of Higher Education

DLB/DSD:jc Attachment

#### STRATEGIC PLANNING -- UTAH SYSTEM OF HIGHER EDUCATION

#### PHASE II -- STRATEGY DEVELOPMENT

MAY 20, 2008

#### **PROCEDURES**

Committees appointed by the Board of Regents will address the three broad themes and respective sub-themes as identified in the planning report presented to the Regents in March and April 2008. Co-Chairs will be appointed by the State Board of Regents.

Appointments are to be made and planning activities commence in early June 2008.

Final Committee Reports should be submitted to the Planning Steering Committee by October 17, 2008.

The Planning Steering Committee will prepare a final report reflecting the work of all three committees. The report will be written in full consultation with the co-chairs of each committee. The report will be finalized in early November 2008.

The Commissioner will appoint an administrative assistant to each committee to coordinate meetings and to facilitate the work of the committee. The Commissioner will also appoint administrative staff to each committee to provide research, data, and other forms of technical assistance.

#### **GENERAL GUIDELINES**

- 1. Committees should work within the framework of assumptions outlined in the initial planning report.
- 2. The final report should be both concise and specific as to recommendations, milestones, and metrics that would measure progress. Because the number of sub-themes may be too numerous for a truly strategic plan, committees are encouraged to limit the number of strategies and recommendations to those they consider to be most important, or, alternately, to prioritize recommendations using a general plan of (a) issues to be addressed in 2008, (b) issues to be addressed during the next 2-5 years, and (c) items that fit best in a 5- to 10-year time frame.
- 3. The Commissioner's staff will prepare enrollment data for a 5-, 10-, and 20-year period for the system and for each institution. Budget data will also be prepared using several assumptions such as (a) no new State revenue, (b) salary and benefit adjustments only, (c) small percentage increases for strategic investments, etc. These data are intended to establish parameters that the committee should use in sorting priorities, making recommendations, etc.
- 4. Although consensus of the working group on recommendations and strategies is the most desirable outcome, recommendations that do not represent a full consensus (with appropriate dissenting views) are acceptable.

- 5. The Steering Committee will consult with the co-chairs of each committee as the work proceeds and attend some meetings if possible. A member of the Steering Committee will be assigned as a liaison for each planning group. The Steering Committee will make regular reports to the Commissioner and the Regents about committee work, e.g. progress, obstacles, points of clarification, etc.
- 6. Working groups should concentrate on system-level issues, policies, and strategies, and consider the means by which the system of higher education can be used to advance the goals and purposes outlined in the planning themes. The results should be the basis for directing Regents' planning, budgeting, and legislative initiatives over the next several years.

#### WORKING GROUP GUIDELINES

The following suggestions/guidelines are intended to provide a perspective or point of view that the committee may use to get started. These points are suggestions only; however, they do represent some of the initial thinking of the Steering Committee. Some of these points raise related questions; others lean toward strategies and solutions. Hopefully, from the "give and take " process of committee work, the most important issues and the most compelling strategies and solutions will result.

#### INVESTING IN HUMAN CAPITAL

As a preliminary point, the committee may want to divide the tasks into three sub-groups consistent with the sub-themes outlined in the Human Capital section. This would be done at the discretion of the planning committee chairs.

Additionally, some effort will need to be made to coordinate planning tasks and outcomes with the Governor's Task Force on a Globally Competitive Workforce. Much of this could be accomplished by the Steering Committee.

- 1. The existing data on participation, retention, and completion rates may be particularly useful. Is this information a good basis for future action? Can the committee build on what has been done to date?
- 2. The committee may want to look at current state-level policies and reports and to determine the adequacy of such information for future recommendations. Is more research required? Is data adequate? How do Utah policies and strategies compare to other states? What changes are required?
- 3. Other groups such as the K-16 Alliance, the various job training advisory committees, and the Workforce Services Council, have been doing similar work to provide better job training and to invest in human capital. Can the committee capture good practices and/or recommendations from these other groups that advance participation, retention and graduation?
- 4. The advancement of disadvantaged students and minority students has been particularly difficult to address and to produce real results. Have institutions and the USHE brought to bear the best research and practice in addressing these issues?

- 5. Are there exemplary practices that promote and sustain community and economic development?
- 6. Can the USHE produce better data on its own performance and use the same to improve services to students and the community? What is that better data? How should it be reported?

#### PREPARING FOR AND MANAGING GROWTH

- 1. Are existing enrollment figures adequate for the task of planning? What are the best estimates 5, 10, 20 years out? Is it reasonable to assume different participation rates?
- 2. How much growth can the system accommodate with existing facilities? With existing faculty and staff?
- 3. Should the State pursue a strategy of capital investment (and related operating costs) of more concentrated or more dispersed facilities? Could the working committee address specifically the pros and cons of creating many "convenient" satellite sites or fewer sites with requirements for student travel with reasonable parameters?
- 4. Is it a reasonable strategy to require communities to partner financially with higher education institutions to create satellite campuses?
- 5. How much future growth could/should be managed by IT-delivered programs? What are emerging IT models and solutions that could be developed for the USHE?
- 6. What incentives might induce institutions toward a much higher use of existing facilities and assets?

#### CONFIGURING THE USHE, MISSIONS AND ROLES

- 1. Are there specific strategies and policies that will foster the functions associated with comprehensive community colleges? Can these functions be sustained within teaching universities?
- 2. What criteria should the Regents use in evaluating institutional proposals for the establishment of high-cost undergraduate and graduate programs?
- 3. What criteria should the Regents use in promoting the change of an institution's mission, for example, from a community college to a state university?
- 4. What has been the effectiveness of inter-institutional partnerships in the USHE, and are there good results and recommendations for advancing such partnerships in the future?
- 5. Perhaps it would be useful to request UCAT boards and staff to outline the best means for integrating UCAT into the larger context of higher education.
- 6. What makes the most sense for the system to address? Is current practice focused on the "right" things? If not, what are the "right" things?

#### May 21, 2008

#### **MEMORANDUM**

To: State Board of Regents

From: David L. Buhler

Subject: <u>General Consent Calendar</u>

<u>The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:</u>

A. <u>Minutes</u> – Minutes of the Regular Board Meeting held April 18, 2008, at the Regents' Offices in Salt Lake City, Utah

#### B. Grant Proposals

- University of Utah National Institutes of Health; "Novel Contrast Agent-NIH"; \$2,257,500.
   Steven Poelzing, Principal Investigator.
- 2. University of Utah National Science Foundation; "CDI-Model Identification"; \$1,992,620. Mikhail Skliar, Principal Investigator.
- 3. University of Utah National Institutes of Health; "Atlases of the Mouse Heart"; \$1,881,250. Edward W. Hsu, Principal Investigator.
- 4. University of Utah National Institutes of Health; "Hybrid Hydrogels"; \$1,693,125. Jindrich Kopecek, Principal Investigator.
- 5. University of Utah National Institutes of Health/National Institute of Biomedical Imaging; \$Bone Adhesive/P. Californica"; \$1,505,000. Russell J. Stewart, Principal Investigator.
- 6. University of Utah National Institutes of Health/National Institute of General Medical Science; "Uncultured Fungi"; \$1,881,250. Eric W. Schmidt, Principal Investigator.
- 7. University of Utah National Institutes of Health; "PM Sensors in the Lung"; \$1,204,000. Christopher A. Reilly, Principal Investigator.
- 8. University of Utah National Institutes of Health; "Molecular Basis of Plasma"; \$1,555,000. John C. Conboy, Principal Investigator.

- 9. University of Utah U.S. Army Medical Research & Materiel; "Attacking Breast Cancer"; \$3,733,175. Alana Lee Welm, Principal Investigator.
- 10. University of Utah National Institutes of Health/National Institute of General Medical Science; "Cell Adhesion and Migration"; \$1,505,000. Julie L. Kadras, Principal Investigator.
- 11. University of Utah National Institutes of Health/National Heart Lung and Blood Institute; "HSC Donor Safety"; \$3,297,104. Michael A. Pulsipher, Principal Investigator.
- 12. University of Utah National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; "Early Diabetic Neuropathy"; \$2,993,997. A. Gordon Smith, Principal Investigator.
- 13. University of Utah National Institutes of Health/National Institute of Biomedical Imaging; "Dual-Contrast MRI Methods"; \$1,892,000. Eun-Kee Jeong, Principal Investigator.
- 14. University of Utah National Institutes of Health; "Collecting Duct Adenylyl Cycl"; \$1,881,250. Donald E. Kohan, Principal Investigator.
- 15. University of Utah National Institutes of Health/National Cancer Institute; "Hypoxia and Tumor Progression"; \$1,881,250. Lin Eric Huang, Principal Investigator.
- 16. University of Utah National Institutes of Health; "CX10 Embryonic Retinal Cells"; \$1,881,250. Edward M. Levine, Principal Investigator.
- 17. University of Utah National Institutes of Health/National Institute on Aging; "MNSOD Genotypes"; \$1,881,250. Maurine R. Hobbs, Principal Investigator.
- 18. University of Utah National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; "Role of Ceramides in IR"; \$1,881,250. S. Scott Summers, Principal Investigator.
- 19. University of Utah National Institutes of Health; "Neuro-Immune Mechanisms"; \$1,881,250. Salvatore J. Fidone, Principal Investigator.
- 20. University of Utah National Institutes of Health; "New Vascular Guidance Mech"; \$1,881,250. Dean Y. Li, Principal Investigator.
- 21. University of Utah National Institutes of Health/National Heart Lung and Blood Institute; "Myeloid Cell Interactions"; \$1,875,109. Guy A. Zimmerman, Principal Investigator.
- 22. University of Utah National Institutes of Health; "Ppargamma and Clock"; \$1,856,000. Tianxin Yang, Principal Investigator.

- 23. University of Utah National Institutes of Health/National Cancer Institute; "Multi-Tracer Pet Tumor Imaging"; \$1,802,274. Dan J. Kadrmas, Principal Investigator.
- 24. University of Utah National Institutes of Health; "HCV Genotype 6"; \$1,550,000. Ling Lu, Principal Investigator.
- 25. University of Utah National Institutes of Health; "Idiopathic PD Molecule Screen"; \$1,500,000. Aloisia T. Schmid, Principal Investigator.
- 26. University of Utah National Institutes of Health; "CNV MOS"; \$1,445,612. Steven C. Hunt, Principal Investigator.
- 27. University of Utah National Institutes of Health/National Institute of Arthritis and Musculoskeletal and Skin Diseases; "Myalgia and Fatigue Receptors"; \$1,131,768. Alan R. Light, Principal Investigator.
- 28. University of Utah Juvenile Diabetes Research Foundation; "Treating Macular Edema"; \$1,002,815. Dean Y. Li, Principal Investigator.
- 29. University of Utah National Institutes of Health; "Febio"; \$1,933,670. Jeffrey A. Weiss, Principal Investigator.
- 30. University of Utah Texas A&M University; "Kaust Visualization"; \$1,117,478. Christopher R. Johnson, Principal Investigator.
- 31. Utah State University National Institutes of Health; "Exploring Traditional and New Applications of Aminoglycosides"; \$1,141,675. Tom Chang, Principal Investigator.
- 32. Utah State University National Institutes of Health; "Therapies and Pathogenesis of West Nile Virus Encephalitis and Chronic Sequelae"; \$1,497,300.18. John Morrey, Principal Investigator.
- 33. Utah State University National Science Fundation; "Utah Science Laboratory and Technology Initiative (US-LTI)"; \$4,153,036. Todd Campbell, Principal Investigator.
- 34. Utah State University U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Professional Development Program (PDP)"; \$1,075,068. V. Rasmussen, Principal Investigator.
- 35. Utah State University U.S. Naval Research Laboratory; "Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0001"; \$21,299,620. Niel Holt, Principal Investigator.

#### C. Grant Awards

1. Utah State University – U.S. Department of the Army, Office of Chief of Engineers; "Precision Weapons Platform (PWP) for an Autonomous Rotorcraft Sniper System (ARSS)"; \$1,012,000. Duane Hill, Principal Investigator.

David L. Buhler, Interim Commissioner

DLB:jc Attachments

#### State Board of Regents Meeting Regents' Offices, Salt Lake City, Utah April 18, 2008

#### Contents of Minutes

| <u>Pro</u> | grams Committee                                                                                                                                |
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|            | University of Utah – Master of Science Degree in Clinical Investigation                                                                        |
|            | Management and Name Change: AAS Degree in Building Construction and Construction Management to AAS Degree in Construction Management           |
|            | Fast-track approval:                                                                                                                           |
|            | Davis Applied Technology College – Certificate of Completion in ASL Interpreting<br>Dixie Applied Technology College                           |
|            | Certificate of Completion in Medical Assisting                                                                                                 |
|            | Certificate of Proficiency in Pharmacy Technician                                                                                              |
|            | Mountainland Applied Technology College Certificate of Completion in Practical Nursing                                                         |
|            | Certificate of Proficiency in Pharmacy Technician                                                                                              |
|            | University of Utah – Graduate Guarantee                                                                                                        |
|            | Annual Regional Undergraduate Student Philosophy Conference Changes to Policy R312, Configuration of the Utah System of Higher Education       |
|            | and Institutional Missions and Roles                                                                                                           |
| -ina       | ance Committee                                                                                                                                 |
|            | Proposed Revisions to Policy R710, <i>Capital Facilities</i> , and R711, <i>State Building Board Delegation of Capital Facilities Projects</i> |
|            | Consent Calendar                                                                                                                               |
|            | UofU and USU – Capital Facilities Delegation Reports Utah State University – Purchase of Property Adjacent to Tooele Campus                    |
|            | Southern Utah University – Charter School Lease                                                                                                |
|            | University of Utah – Purchase of Real Property                                                                                                 |
|            | 2008-209 Capital Improvement Funding                                                                                                           |
|            | UHEAA – Information Update                                                                                                                     |
| Б.         |                                                                                                                                                |
| Pla        | <u>nning Committee</u><br>Policy R609, <i>Regents' Scholarship</i>                                                                             |
|            | Report of Regents' Small Planning Group                                                                                                        |
|            | Changes to Policy R312, Configuration of the Utah System of Higher Education and                                                               |
|            | Institutional Missions and Roles                                                                                                               |

| General Consent Calendar  Minutes  Grant Proposals and Awards  Revision to Policy R205, Presidential Appointment, Term of Office, and Compensation and Benefits                                                                                                                                | 8 |
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| Report of the Commissioner Governor's Scholars luncheon Legislative Task Force on Higher Education and UCAT Governance Joint Meeting of State Board of Regents, State Board of Education and Legislators Recognition of outgoing and new student body officers Resignation of Amanda Covington | 8 |
| Report of the Chair                                                                                                                                                                                                                                                                            | 9 |
| Adjournment                                                                                                                                                                                                                                                                                    | 9 |

#### State Board of Regents Meeting Regents' Offices, Salt Lake City, Utah April 18, 2008

#### Minutes

Regents Present

Jed H. Pitcher, Chair

Bonnie Jean Beesley, Vice Chair

Jerry C. Atkin

Janet A. Cannon

Rosanita Cespedes

Katharine B. Garff

Meghan Holbrook

James S. Jardine

David J. Jordan

Nolan E. Karras

Anthony W. Morgan

Josh M. Reid

Marlon O. Snow

Regents Excused

Amy Engh

Patti Harrington Greg W. Haws

John H. Zenger

#### Commissioner's Office

David L. Buhler, Interim Commissioner of Higher Education

Joyce Cottrell, Executive Secretary

Amanda Covington, Assistant Commissioner for Public Affairs

Carrie Beckman, Policy and Special Projects Coordinator

Troy Caserta, Accounting Officer

David S. Doty, Assistant Commissioner and Director of Policy Studies

David Feitz, Executive Director, Utah Higher Education Assistance Authority (UHEAA)

Kimberly Henrie, Assistant Commissioner for Budget and Finance

Melissa Miller Kinkart, Executive Director, Utah Campus Compact

Phyllis C. Safman, Assistant Commissioner for Academic Affairs

Mark H. Spencer, Associate Commissioner for Finance and Facilities

Lucille T. Stoddard, Associate Commissioner for Academic Affairs

Kelly Stowell, Executive Director, Utah Student Association

Lynne N. Ward, Director, Utah Education Savings Plan (UESP)

Gary S. Wixom, Assistant Commissioner for Academic Affairs

Andrea Worthen, Education Policy and Accountability Director

#### INSTITUTIONAL REPRESENTATIVES

#### University of Utah

David W. Pershing, Senior Vice President for Academic Affairs

Arnold B. Combe, Vice President for Administrative Services

Stephen Hess, Chief Information Officer

Laura Snow, Special Assistant to the President and Secretary of the University

Patrick Reimherr, Student Body Officer

Spencer Pearson, Student Body Officer

Basim Motiwala, Student Body Officer Katie Miller, Presidential Intern/Student

#### **Utah State University**

Stan L. Albrecht, President Raymond T. Coward, Provost Michelle Larson, Assistant Provost

#### Weber State University

F. Ann Millner, President

Brad Mortensen, Vice President for University Advancement

#### Southern Utah University

Michael T. Benson, President Wesley R. Curtis, Assistant to the President; Director, Regional Services Gregory Stauffer, Chief of Staff

#### **Snow College**

Scott L. Wyatt, President Bradley A. Winn, Academic Vice President

#### Dixie State College

Stephen D. Nadauld, Interim President Georgine Bills, Professor and Program Coordinator, Respiratory Therapy Carole Grady, Associate Dean of Health Sciences Frank Lojko, Vice President of Student Services Stanley J. Plewe, Vice President of College Services

#### College of Eastern Utah

Ryan L. Thomas, President Brad King, Vice President of Student Services

#### Utah Valley State College

William A. Sederburg, President Elizabeth J. Hitch, Academic Vice President Linda Makin, Director of Budgets Cameron Martin, Special Assistant to the President J. Karl Worthington, Associate Vice President for Academic Affairs

#### Salt Lake Community College

Cynthia A. Bioteau, President Mason Biship, Vice President of Institutional Advancement Alexander Izvailevsley, Professor of Philosophy Joe Peterson, Vice President of Academics Elizabeth Martin, Student Justin Talbot, Student Ray Wimmer, Student

**Utah College of Applied Technology** 

Richard L. White, President Jay Greaves, Davis Applied Technology College Fred Keetch, Mountainland Applied Technology College

Representatives of the Media Brian Maffly, Salt Lake Tribune Amy K. Stewart, Deseret News

#### Other Guests

Thomas C. Anderson, Assistant Attorney General Spencer Pratt, Office of the Legislative Fiscal Analyst

Chair Pitcher called the meeting to order at 9:45 a.m. He excused Regents Patti Harrington, Amy Engh, and Jack Zenger.

Announcements. Chair Pitcher noted Regent Jim Jardine had received a call to serve as the president of the California Sacramento Mission. He thanked Regent Jardine for his service to the Board and to higher education. He will truly be missed. Chair Pitcher announced he had received a letter of resignation from Regent Sara Sinclair. He acknowledged and welcomed Dr. Steve Nadauld, Interim President of Dixie State College, and said the Board was glad President Cynthia Bioteau had decided to remain in Utah as President of Salt Lake Community College. Chair Pitcher expressed the Regents' sympathy to President Scott Wyatt on the recent death of his father.

The Regents were dismissed to their respective committees and reconvened in Committee of the Whole at 11:12 a.m.

#### Reports of Board Committees

Academic, CTE and Student Success (Programs) Committee - Regent Katharine B. Garff, Chair

<u>University of Utah – Master of Science Degree in Clinical Investigation</u> (Tab A). Chair Garff said the committee had heard an excellent presentation from University officials. This program was designed to provide doctors wanting academic careers with the clinical training needed to be competitive in securing research grants. (Applicants will already have earned their MD, OD or DMD degrees.) There are two tracks to the program: the first track emphasizes inherited bases for human disease, and the second track emphasizes epidemiology. The program will be supported through an NIH grant. **Chair Garff moved approval of the** 

University of Utah's request for a Master of Science Degree in Clinical Investigation. Regent Snow seconded the motion, which was adopted unanimously.

<u>Dixie State College – Associate of Applied Science Degree in Respiratory Therapy</u> (Tab B). Chair Garff stated this program would fit well with the other programs Dixie now offers in health professions. She noted this represents a strong relationship between the college and its health care community. Chair Garff moved approval of Dixie State College's request for an Associate of Applied Science Degree in Respiratory Therapy. The motion was seconded by Regent Snow and adopted unanimously.

<u>Utah Valley State College – Associate of Applied Science Degree in Construction Management and Name Change: AAS Degree in Building Construction and Construction Management to AAS Degree in Construction Management (Tab C). Chair Garff noted the industry itself had helped to fund this program, demonstrating its need. The program provides career mobility for students, building on the foundation of the current degree in building construction. College officials had discussed with the committee the possibility of a four-year degree in the future. Chair Garff moved approval of UVSC's request for an Associate of Applied Science Degree in Construction Management and subsequent name change. Regent Snow seconded the motion, which carried unanimously.</u>

<u>Consent Calendar, Programs Committee</u> (Tab D). After a motion by Chair Garff and a second by Regent Cespedes, the Board gave fast-track approval of the following items on the Programs Committee's Consent Calendar:

- 1. Davis Applied Technology College Certificate of Completion in American Sign Language Interpreting
- 2. Dixie Applied Technology College
  - A. Certificate of Completion: Medical Assisting
  - B. Certificate of Proficiency: Pharmacy Technician
- 3. Mountainland Applied Technology College
  - A. Certificate of Completion: Practical Nursing
  - B. Certificate of Proficiency: Pharmacy Technician

<u>University of Utah – Graduate Guarantee</u> (Tab E). Chair Garff explained that the Graduation Guarantee was established last year as a student-initiated program for first-time freshmen and transfer students. The program is designed to assist students to graduate. Students develop a plan and time frame for completing their education, then meet with an academic advisor each semester to ensure they are on schedule. They also seek advice from Career Services regarding their future goals. The contract is a living document that can be adjusted when necessary. Included in the contract is a commitment that if a student is prevented from graduating on time due to the unavailability of a course promised by the contracting department and an acceptable alternative cannot be found, the student will not be charged tuition and fees when taking the course at a later date. Ten colleges offering undergraduate programs have agreed to adopt the Graduation Guarantee. Chair Garff said this was a very creative idea. Students participated in the discussion, and the Graduation Guarantee has the support of the University Academic Advising Council, the Council of Academic Deans,

department chairs, Student Commission, President Young, Senior Vice President Pershing, and Associate Vice President Brinkman.

Annual Regional Undergraduate Student Philosophy Conference (Tab F). Chair Garff asked Assistant Commissioner Safman to report on the conference. Dr. Safman said under the guidance of SLCC Professor Dr. Alexander Izrailevsky, undergraduate students had presented papers on complex concepts regarding John Dewey's moral philosophy. The students learned how to apply those concepts to their personal lives. Three students remarked briefly on their experiences in the conference and responded to questions.

Amendments to Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles (Tab G). Chair Garff asked that this be discussed by the Strategic Planning Committee, which had met jointly with the Programs Committee. (See page 7)

Finance, Facilities and Accountability Committee - Regent Jerry C. Atkin, Chair

<u>Proposed Revisions to Policies R710, Capital Facilities, and R711, State Building Board Delegation of Capital Facilities Projects</u> (Tab H). Chair Atkin said the policy revisions increased the amount of a capital development project, new construction project, etc. The changes were made to comply with the State Code and were mostly housekeeping in nature. Chair Atkin moved approval of the revisions to Policies R710 and R711. Regent Cespedes seconded the motion, which was adopted unanimously.

Consent Calendar, Finance Committee (Tab I). Chair Atkin referred to Replacement Tab I and explained that the University of Utah had requested that a property purchase be added to the Consent Calendar after the agenda had been published. The facility was purchased for use as a data center for the University of Utah, a storage facility for the University of Utah Hospital and Clinics, and a storage facility for UHEAA, UESP and possibly other agencies. On motion by Chair Atkin and second by Regent Morgan, the following items were approved on the Finance Committee's Consent Calendar:

- 1. University of Utah and Utah State University Capital Facilities Delegation Reports
- 2. Utah State University Purchase of Property Adjacent to Tooele Campus
- 3. Southern Utah University Charter School Lease
- 4. University of Utah Purchase of Real Property

2008-2009 Capital Improvement Funding (Tab J). Chair Atkin stated 1.1 percent of the estimated value of the state's capital facilities budget is used annually for improvements. Higher education will get 62 percent of that funding. A summary of capital improvement funding for the years 2005-2009 and the capital improvements approved by the State Building Board for FY 2009 were attached to the Commissioner's cover memo.

Removing State Sales Tax on Texbooks – Follow-up Report (Tab K). Chair Atkin reported the State Tax Commission determined that an institution may be exempt from collecting sales tax on textbooks if that institutions holds 501(c)(3) status with the Internal Revenue Service. A meeting between USHE staff and Tax Commissioners reaffirmed this exemption. The Tax Commission requested a systematic approach in developing reasonable guidelines for the various bookstores of the institutions. Commissioners also authorized

"related course materials" which can include materials required for courses beyond textbooks. Currently, all USHE institutions except for the College of Eastern Utah and the Utah College of Applied Technology have received a 501(c)(3) designation; CEU and UCAT have applied for that filing designation. A formal policy and guidelines will be presented to the Regents for approval at a future date.

<u>UHEAA – Information Update</u> (Tab L). Chair Atkin noted UHEAA is a \$5-billion organization, half of which is student loans and the other half UESP accounts. The student loan program has been affected by the current credit market problems stemming from sub-prime mortgage rates. The auction rate markets where student loans are financed have been frozen, leaving investors without liquidity and increasing UHEAA's interest costs. UHEAA will still be able to offer loans because of its financial strength but cannot continue indefinitely without Congressional action and the eventual recovery of the credit markets. It may be necessary for the Board of Regents to meet in emergency session over the next few months to give approval for new financing plans.

Commissioner Buhler said Congress cut the margin for making student loans. At the same time, the credit markets were disrupted because of problems in the housing situation. Several newspaper articles were included in the Regents' folders about this situation. Utah has a very good program that has been managed very well. Commissioner Buhler said he meets frequently with Dave Feitz, UHEAA Executive Director, to stay current and to discuss ongoing issues. Utah is probably better positioned than many other states to weather the current storm.

Regent Jordan, Chair of the UHEAA Board of Directors, noted the difficult environment for student loan providers everywhere and expressed his belief that a national solution to the student loan problems would come. He noted UHEAA is the state of Utah's designated guarantor and is obligated to make student loans available to students attending all of the eligible higher education institutions in Utah, including the private institutions. Commissioner Buhler referred to an article in the April 18 *Salt Lake Tribune* reporting that the U.S. House of Representatives had voted 383-27 on a possible solution to the student loan problems.

President Nadauld, also a member of the UHEAA Board, said UHEAA has been among the highest-rated student loan agencies in the nation. He noted the strength and experience of UHEAA's management and expressed his belief that UHEAA would withstand the current difficulties. He noted UHEAA's excellent record and the financial benefits UHEAA has been able to provide students because of the creativity of UHEAA's investment bankers. He indicated UHEAA has the best student loan investment banker in the nation. Although some lending institutions are leaving the student loan market, others remain committed to providing student loans in spite of the difficult student loan lending environment.

<u>Strategic Planning and Communications Committee</u> – Regent James S. Jardine, Chair

<u>Policy R609, Regents' Scholarship</u> (Tab M). Chair Jardine said this agenda item had not been discussed by the committee. He asked Assistant Commissioner Doty to comment. Dr. Doty said this policy was a follow-up to S.B. 180, requiring the Regents to draft a policy to implement the Regents' Scholarship program. The attachment to Tab M was a draft only; a final version will be brought back to the Board in May for adoption. Regent Morgan expressed concern about the complexity of the issue; four different scholarships are included in this policy. This may confuse students. He asked if the policy could be shortened and simplified. Funding

levels have not all materialized as hoped. The policy promises a set dollar valuation, but the funds may not be appropriated. Assistant Commissioner Doty pointed out Utah has 136 public high schools, including charter schools. We are working on the assumption that at least five students from each high school would meet the criteria for one or both of these scholarships. Estimates are that the cost would be \$850,000 this year. Some of the schools with the Utah Scholars program have a greater number of students graduating who would meet this criteria. The Commissioner's staff expects to be able to fund the scholarship in the first year, but no allowance has been made for growth. Vice Chair Beesley asked if the scholarship would be funded on a first-come, first-served basis while funding is available. Commissioner Buhler said all of these scholarships are now statutory programs. Our responsibility is to communicate clearly the differences and various options. He noted we have always funded the New Century Scholarship, partly with supplemental appropriations.

Report of Regents' Small Planning Group (Tab N). Commissioner Buhler said the attachment was a summary of the work being done by the team of former Commissioner Rich Kendell, Regent Tony Morgan and Regent Jack Zenger. Regent Morgan gave a brief overview. The attachment to Tab N was an updated version of the document discussed by the Regents and Presidents at the planning meeting in St. George. The intent is for this to be the basis for some consensus on the strategic issues facing the Utah System of Higher Education. Working groups will be appointed to begin to develop specific solutions that will be presented to the Board for review and approval through the Strategic Planning Committee. Regent Morgan invited input from the Regents and Presidents. This was not meant to be comprehensive; the group is focusing on System issues only. The intent is to identify a short list of the highest-priority issues and then to try to develop some possible solutions. Input can be given now on the concept. An opportunity will be provided later for input on the strategic development.

Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles (Tab G). Chair Jardine said the Programs Committee and the Planning Committee had met together to discuss this policy. Due to time constraints, the discussion period was short. He explained the background for revisions to this policy. Recently, UVSC officials proposed that when the college becomes Utah Valley University, they would seek a new Carnegie category classification of Community-Engaged. The Programs Committee asked staff to review the Carnegie classifications which had been changed in the last five years. In the process, they were reminded that in 2003 it was recommended that institutional missions and roles be reviewed every five years. In that review, the Regents will consider the institutional missions and roles in relation to the Carnegie classifications. Discussion will begin at the institutional level and then come back to the Regents for approval as missions and roles are updated. A draft of the revised policy was included with the agenda for review. It is a starting point, for discussion only. The Regents may want to look at this more closely in light of the future needs of the institutions to make sure the schools meet the needs of their communities. Regent Morgan stated one of the themes of the strategic planning exercise is the future configuration of the System. Chair Jardine said other changes to the policy would probably arise later.

### General Consent Calendar

On motion by Regent Reid and second by Regent Jardine, the following items were approved on the Regents' General Consent Calendar (Tab P):

#### A. Minutes

- 1. Minutes of the Regents' Annual Planning Retreat and Regular Board Meeting held March 20-21, 2008, at Dixie State College in St George, Utah
- 2. Minutes of the Special Board Meeting held March 27, 2008 in the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals On file in the Commissioner's Office

### C. Grant Awards

- 1. Utah State University NASA Jet Propulsion Laboratory; "Wide-Field Infra-Red Survey Explorer (WISE)"; \$1,232,269. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
- 2. Utah State University U.S. Naval Research Laboratory; "Time-critical Sensor Image/Data Processing, Naval Research Laboratory, Task Order 7"; \$2,315,101. Niel Holt, Principal Investigator.
- 3. Utah College of Applied Technology/Davis ATC U.S. Department of Labor; "Community-Based Job Training Grant"; \$2,271,000. Michael Bouwhuis, Campus President.
- D. Revision to Policy R205, *Presidential Appointment, Term of Office, and Compensation and Benefits*. A new paragraph was added to Policy R205 to clarify that institutions may not grant tenure to a president without prior approval of the Board of Regents.

#### Report of the Commissioner

Commissioner Buhler referred to his written report and highlighted some of the outstanding achievements taking place at our institutions. He noted the <u>Governor's Scholars</u> luncheon had been held earlier in the week; 36 students from USHE schools, plus Westminster College and BYU, were honored. President Benson gave an excellent address to inspire the students. A <u>legislative task force</u> has been formed to look at higher education and UCAT governance issues. The task force will be co-chaired by Senator Curtis Bramble and Representative Kevin Garn. The group expects to begin meeting in early May. A <u>joint meeting with the State Board of Education and Legislative Education Committees</u> has been scheduled on July 10 at Southern Utah University, with our regular Board meeting on the following day. The <u>outgoing and new student body officers</u> were recognized.

Resignation of Amanda Covington. Commissioner Buhler paid tribute to Amanda Covington, Assistant Commissioner for Public Affairs. Amanda accepted a marvelous opportunity in the private sector, and her last day in the Commissioner's Office will be Friday, April 25. The Commissioner recognized the many contributions she had made and thanked her for her service. She will be greatly missed. An open house will be held on April 25 from 2:30 to 4:00 p.m., to which everyone is invited.

## Report of the Chair

Chair Pitcher referred to his written report in the Regents' folders and thanked Amanda for her excellent work in preparing the reports for each meeting. He briefly highlighted a few of the student successes detailed in his written report.

Resignation of President Ryan Thomas. Chair Pitcher noted this was also President Thomas's last meeting as CEU President. He has done an outstanding job. He will leave CEU at the end of the academic year. Chair Pitcher wished President Thomas well.

## <u>Adjournment</u>

Regent Reid moved that the Board move into closed session to discuss personnel issues. Regent Holbrook seconded the motion, which was adopted unanimously.

The Committee of the Whole ended at 12:00 noon. The Regents met for lunch in closed session and adjourned from there at 1:15 p.m.

|               | Joyce Cottrell CPS, Executive Secretary |
|---------------|-----------------------------------------|
|               |                                         |
| Date Approved |                                         |

#### **MEMORANDUM**

May 21, 2008

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Master of Music Degree with Specialization in Piano

Performance and Pedagogy, Effective Fall 2008 - Action Item

#### <u>Issue</u>

Utah State University requests approval to offer a Master of Music Degree (MM) with a specialization in Piano Performance and Pedagogy, effective Fall 2008. This program was approved by the institutional Board of Trustees on March 7, 2008.

## Background

Utah State University (USU) has earned an international reputation (see Appendix F) in its undergraduate piano performance program. The institution's next step is to integrate instruction in piano pedagogy with high-level piano performance, preparing graduates to offer piano instruction for private studios and to teach in a college environment. Most professional pianists operate private studios for students of various ages and abilities, and this program will offer the instruction and applied experience necessary to address these professional needs. In addition, the Master of Music Degree with its specializations will prepare students for admission into a program of doctoral study, or for a professional career in music. Unlike the programs at other institutions in the state (such as those at the University of Utah and Brigham Young University), which award Master of Music Degrees in Piano Performance, the proposed program at USU will emphasize teaching (pedagogy) in addition to performance. The additional training in advanced pedagogy will prepare students to teach, since the majority of active pianists not only perform, but also earn a living teaching in either a university or a private studio. The 36 hour program is divided among performance, pedagogy, and history and theory.

The proposed program expects to draw from among its 40 undergraduate piano students, of whom 79 percent expressed interest in remaining at USU for the MM degree program.

Some of the new graduate students will be offered Graduate Instructorship positions for which these students will teach basic undergraduate courses, such as Music Theory, Aural Skills, and Keyboard Harmony, under faculty supervision. These courses will comprise less than ten percent of undergraduate major courses.

Funding for this program will come from the Department of Music's ongoing operational budget, the USU Youth Conservatory, and a private donor. No additional faculty, staff or facilities will be needed during the first five years of the proposed program.

### Policy Issues

USHE institutions were supportive of the request and recognized USU's international accomplishments in student piano competitions. The University of Utah while supportive expressed concern regarding the diversity of students needed for ensemble experience. USU demonstrated that it would have the necessary students for diverse ensemble experiences.

## Commissioner's Recommendation

The Commissioner recommends that the Regents review the request from Utah State University to offer the Master of Music Degree with specialization in Piano Performance and Pedagogy, raise guestions, and, if satisfied, approve the request.

David L. Buhler, Interim Commissioner

BLB/PCS Attachment

# Academic, Career and Technical Education, and Student Success Committee Action Item

Request to Offer a Master of Music Degree with Specialization in Piano Performance and Pedagogy

**Utah State University** 

Prepared for: David L. Buhler by Phyllis C. Safman

May 21, 2008

#### SECTION I: The Request

Utah State University (USU) requests approval to offer a Master of Music Degree (MM) with a specialization in Piano Performance and Pedagogy, effective Fall 2008. This program was approved by the institutional Board of Trustees on March 7, 2008.

## **SECTION II: Program Description**

#### **Complete Program Description**

The USU Music Department is a unit of the Caine School of the Arts in the College of Humanities, Arts, and Social Sciences, with over 250 undergraduate music majors and a full-time faculty of twenty-five, including newly-appointed Department Head Craig Jessop, former music director of the Mormon Tabernacle Choir. The Department is a member institution of the National Association of Schools of Music (NASM), the external accrediting body for music schools in the United States. All three undergraduate programs of the Department—Music Education, Music Therapy, and Performance and Pedagogy—consistently place over 90 percent of graduates in the profession or in graduate school. It is based on this success with its undergraduate students that the Department presents this proposal for a master's program.

A natural extension of an internationally esteemed undergraduate piano program (see Appendix F), the Master of Music Degree with a specialization in Piano Performance and Pedagogy will prepare students either for admission into a program of doctoral study, or for a professional career in music as a performer or teacher. Unlike the programs at other institutions in the state (such as those at the University of Utah and Brigham Young University), which award Master of Music Degrees in Piano Performance, the proposed program at Utah State University will emphasize teaching in addition to performance. The additional training in advanced pedagogy will serve students who are seeking careers as professional musicians, since the majority of active pianists not only perform, but also earn a living teaching in either a university or a private studio.

Students in the program will complete a minimum of 36 approved semester credits. The distribution of credit hour subjects is in accordance with the guidelines outlined in the 2007–2008 handbook of the National Association of Schools of Music (NASM), and fulfills the requirements for a Master of Music Degree with a dual specialization in Piano Performance and Piano Pedagogy:

Performance 12 credits
Pedagogy 12 credits
History and Theory Electives 12 credits

Total 36 credits

All of the required coursework will be offered by fulltime faculty on the campus of Utah State University while students are in residence. Graduate piano students will have opportunities to engage in collaborative activities with other students and ensembles in the Music Department. As accompanists to vocalists, instrumentalists, and choirs, the piano students are essential to the success of multiple areas of musical study. Also, their participation in various ensembles (including

chamber music, Symphony Orchestra, Symphonic Band, and the Contemporary Music Ensemble) greatly increases the variety of repertoire available for instrumentalists and, subsequently, audiences. As an integral part of the graduate program, these activities would come at no extra cost to the Department.

Selected MM students will be offered department-funded Graduate Instructorship positions under faculty supervision. After completing departmental requirements, these students will be eligible to teach courses (including Music Theory, Aural Skills, and Keyboard Harmony) in the undergraduate curriculum for music majors and minors. With appropriate experience, one of these graduate instructors also may be able to assist in the department's University Studies courses. The courses to be taught by the graduate instructors are lower division, skills-based courses, all taken in the first three semesters by all undergraduate music majors. Courses taught by graduate students will account for less than 10 percent of the total number of credits taken by music majors during their undergraduate program. This work with graduate instructors will in no way diminish the quality of education for undergraduate students, who will still have the opportunity to work directly with full-time faculty in their particular areas of emphasis each semester that they are in residence.

All graduate students, including those who do not receive an Instructorship position, will also have the opportunity to provide private piano instruction to non-majors, for which they would receive payment. These teaching opportunities will be invaluable components to the graduate program, which is specifically designed to prepare students for teaching music at various levels.

The Department of Music currently has the necessary resources to launch a graduate program that fosters the highest standards of pedagogy. The Youth Conservatory provides an ideal setting for graduate piano students to acquire practical skills in both classroom and private instruction. Recognized by the National Association of Schools of Music, the Youth Conservatory has been operative for almost thirty years and currently accommodates over 200 pre-college pianists. Until now, selected undergraduate students have assisted in the program, but the addition of four graduate students would allow the piano faculty to supervise the students' work more readily and concentrate on advanced instruction.

In addition to the number of students generated by the Youth Conservatory, the Department of Music consistently receives over 100 requests per semester from non-majors for private piano instruction, some of which have been denied due to a lack of qualified instructors. These instructional hours may be assigned to graduate students who could earn up to \$1,500 per semester from private instruction fees and gain practical experience in teaching at a higher level. The additional revenue would offer financial assistance to graduate students and greatly reduce the financial burden of hiring adjunct instructors or part-time lecturers.

Through their affiliation with the Music Department at Utah State University, graduate students would be an integral part of the Caine School of the Arts, an artistic and intellectual community of students and faculty from several departments (including art, creative writing, interior design, landscape architecture and environmental planning, music, theatre arts, and the Nora Eccles Harrison Museum of Art), which regularly hosts a broad spectrum of interdisciplinary events, such as performances, exhibitions, symposia, lectures, and readings.

The piano faculty at Utah State University maintains high visibility and exerts a strong influence in the fields of both performance and pedagogy. Students of Professors Gary Amano and Dennis Hirst have been awarded the highest honors in national and international performance competitions. Active members of the Music Teachers National Association, piano faculty contribute regularly to regional, state, and national functions. They have published articles in the *American Music Teacher* journal, and they have given presentations at the World Pedagogy Conference.

## **Purpose of Degree**

The primary purpose of this proposed program is to integrate instruction in piano pedagogy with high-level piano performance, preparing graduates who will offer piano instruction from private studios as well as those who will teach in a college environment. Graduates of this program will also be equipped to pursue Doctor of Musical Arts (DMA.) degrees at other institutions.

#### Institutional Readiness

The Department of Music is currently prepared to offer the Master of Music program without additional resources. Graduate instructors, under the supervision of faculty mentors, will assume teaching responsibility of selected undergraduate coursework, which will allow faculty members to provide the necessary instruction in the graduate program. The faculty course load, in other words, will be redistributed; it will not increase. (See Appendix E: Redistribution of Faculty Workload.)

## **Faculty**

It will not be necessary to hire additional faculty during the first five years of this program. Current faculty members are qualified under National Association of Schools of Music (NASM) standards to offer graduate coursework. According to the NASM standard regarding faculty qualifications, faculty members "...shall be qualified by earned degrees and/or professional experience and/or demonstrated teaching competence for the subjects and levels they are teaching." (*National Association of Schools of Music Handbook 2007-08*, second edition, p. 51.) Additional NASM comments and guidelines regarding faculty appointments indicate that:

NASM recognizes the availability of doctorates for specialists in performance, composition, and some other applied disciplines. At the same time, the Association recognizes that some highly qualified practitioners may hold other academic degrees; others may not hold any academic degrees. In such cases, the institution should base appointments on experience, education, and expertise at least equivalent to those required for the master's degree in music or another appropriate field. (*National Association of Schools of Music Handbook 2007-08*, second edition, p. 51)

#### Staff

Staff support for the proposed program will be handled with resources in the Department of Music.

## **Library and Information Resources**

The music collection of the Merrill-Cazier Library has been growing steadily since Fall 2004. Over the last three years, faculty musicologist Eric Smigel has been working closely with library acquisitions personnel to ensure that the library collection can support the research and performance needs of both undergraduate and graduate students. Over 600 titles of books, scores, and CD and DVD recordings have been added to the catalog during this period, and more have been and will continue to be ordered. In 2006 the Music Department procured a \$10,000 grant from the Marie Eccles Caine Foundation, which facilitated the acquisition of over 200 study and performance scores, and over 100 CD recordings. The materials added over the past four years have been chosen by academic and applied faculty with this potential graduate program in mind. Subscriptions to the New Grove Online Dictionary of Music and Musicians, Society for Ethnomusicology Online Journal, British Forum for Ethnomusicology Electronic Resource, Music Theory Online, Journal of the Society for Music Theory, Piano and Keyboard Electronic Resource, International Index to Music Periodicals, and other electronic and print resources will provide a solid foundation in research materials. The applied and academic faculty have worked closely with the library acquisitions staff in selecting collected works editions of Bach, Beethoven, Brahms, Chopin, Debussy, Handel, Haydn, Monteverdi, Mozart, and Schubert, in addition to Schrade's Polyphonic Music of the Fourteenth Century, and others. The library has also worked to provide a large volume of performance materials appropriate for graduate study and performance, particularly collections of piano works. Music faculty members will continue to work with the library staff to build on this music collection.

Additionally, the university currently subscribes to several professional journals that will be important to students in the proposed program, including *American Music Teacher*, *Clavier*, *Journal of the American Musicological Society*, *Keyboard Companion*, *Music Educators Journal*, *Musical Quarterly*, *Nineteenth-Century Music*, and *Perspectives of New Music*. Additional electronic resources available to students at Utah State University are excellent, including reference to online databases, full-text articles in dozens of professional journals, and access to interlibrary loan.

### **Admission Requirements**

Applicants for admission to the MM program must have a bachelor's degree in any field of study, with a GPA of at least 3.0. Students must have scores on the verbal and either the quantitative or analytical portions of the Graduate Record Examination (GRE) at or above the 40th percentile. International applicants must take the Test of English as a Foreign Language (TOEFL) and earn a minimum score of 213. Three satisfactory letters of recommendation also are required.

In addition to established School of Graduate Studies' requirements, the Department requires students to audition in front of an Entrance Committee comprised of members of the piano faculty who will determine the appropriate repertoire. If a live audition at the USU campus is impractical, applicants may send an audio-visual recording that demonstrates their level of proficiency with regard to both piano performance and teaching. Candidates also will be required to pass diagnostic examinations in music theory and music history that ensure their preparation for graduate-level study in these fields.

#### Student Advisement

The director of student advisement will be Associate Professor Dennis Hirst, who will meet with each candidate to establish an appropriate course of study.

#### **Justification for Graduation Standards and Number of Credits**

The solo recital, jury requirements and comprehensive examination are consistent with the standards for NASM member institutions. In accordance with policies established by the School of Graduate Studies at USU, the number of required credits is sufficient for ensuring that students will have formal learning experiences in a range of theory, research, and applied studies related to the field. In the proposed program, as specified by NASM requirements, areas of Performance, Pedagogy, and Research will each account for one-third of the total credit hours.

#### **External Review and Accreditation**

The Department of Music is currently accredited by the National Association of Schools of Music (NASM) which officially oversees music program standards of higher education in the United States. In accordance with NASM policy, the Music Department will apply for Plan Approval after Regents' approval and before students are admitted into the program. The Music Department has begun the Plan Approval process.

## **Projected Enrollment**

Below are the student FTE enrollments and the mean student FTE to faculty FTE ratio for each of the first five years of the program.

|                          | 2008–2009 | 2009–2010 | 2010–2011 | 2011–2012 | 2012–2013 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Number of Students:      | 4         | 6         | 8         | 10        | 10        |
| FTE Faculty:             | 2         | 2         | 2         | 2         | 2         |
| Student to Faculty Ratio | o: 2:1    | 3:1       | 4:1       | 5:1       | 5:1       |

## **Expansion of Existing Program**

The MM is a new program that will not require an expansion in the size of pre-existing classes.

#### **SECTION III: Need**

### **Program Need**

The proposed degree program is designed to fill an increasing demand for piano instructors who not only perform at a high level, but who also hold advanced credentials in teaching. Most professional pianists operate private studios for students of various ages and abilities, and this program will offer the instruction and applied experience necessary to address these professional needs. In addition to providing instruction in high-level performance, the MM degree will prepare graduates to teach either in private studios or in a college environment.

#### **Labor Market Demand**

In the past, it has been necessary for students to travel out-of-state to gain the requisite education in advanced pedagogy that the increasingly competitive market demands. In 2005 the Music Teachers National Association (MTNA) conducted a survey of its members, the results of which were published in the American Music Teacher April/May 2006 journal (p. 83). According to the study, 50 percent of MTNA members in the country are unable to accommodate student demand and, therefore, have a waiting list. MTNA chapter officers in Utah, contacted by members of USU's piano faculty, confirm that the demand in Utah for qualified piano teachers is at least as high as the national average. MTNA's 23,625 members consist mostly of private and university piano teachers of which 77 percent of these members are independent piano teachers, many of whom could add to their knowledge and increase their fees by obtaining a master's degree. Indeed, 20 percent of the MTNA members surveyed in the above-cited article indicated that continuing education was one of their main concerns as teachers. This is especially relevant to residents of Utah, where the demand for private piano instruction per capita is among the highest in the country. Also, the majority of searches for tenure-track positions in piano at universities and conservatories indicate a preference not only for candidates who demonstrate high-level performance, but also for those who have received academic and applied training in advanced pedagogy. The National Association of Schools of Music (NASM) recommends that music programs in higher education "base appointments on experience, education, and expertise at least equivalent to those required for the master's degree in music or another appropriate field." (National Association of Schools of Music Handbook 2007-08, second edition, p. 51.) The master's degree is, therefore, an important credential to have in seeking a part-time position at a college or university. For students intent on seeking a full-time university position, this degree program is designed to prepare them to enter a DMA program at another institution.

#### **Student Demand**

Given the expressed interest by current and former students, and encouragement by professionals in the field, enrollment in the proposed graduate program is virtually a certainty at the outset. Based on surveys conducted over the last two years, 79 percent of the 40 current undergraduate piano students at USU would continue studies toward a graduate degree in this Department if they were given the opportunity. There is also documentation of support from several colleagues working at music schools of international repute (including the Eastman School of Music, the Juilliard School, and the University of Southern California), who would recommend that their graduating students pursue an advanced degree at Utah State University should the Department of Music offer such a program. (Excerpts from several of these letters are available upon request).

### Similar Programs

There are numerous programs that offer Master of Music Degrees in Piano Performance, but in the Utah System of Higher Education only the University of Utah offers this degree. Among schools in the Western Interstate Commission for Higher Education, there are only a few programs that offer an MM degree in Piano Pedagogy (such as the University of Denver, and the University of Oregon), and fewer that grant MM degrees with a dual specialization in Piano Performance and Pedagogy (including the University of Colorado at Boulder, the University of Idaho, and Central

Washington University). Outside the Western United States the following institutions have graduate programs with a dual specialization in Piano Performance and Pedagogy: University of Northern Iowa, Northwestern University, University of Michigan at Ann Arbor, Westminster Choir College, Penn State University at University Park, and the University of Texas at San Antonio.

## Collaboration with and Impact on Other USHE Institutions

In Utah the proposed program is unique in its dual focus on Piano Performance and Pedagogy. The Music Departments at Brigham Young University and the University of Utah, for example, offer a Master of Music Degree in Piano Performance, but the programs do not require the advanced pedagogical training necessary for a specialization in Piano Pedagogy. While a graduate student at the University of Utah may choose to take elective courses in piano pedagogy, such electives do not earn the student a specialization in piano performance and pedagogy. This specialization will be unique in the state, not only in degree title, but also in the fact that the experiences USU's graduate students will have as part of the Youth Conservatory do not exist at other institutions in Utah.

Given this primary difference, there will be minimal negative impact on the performance oriented programs at either the University of Utah or Brigham Young University when the graduate program in Piano Performance and Pedagogy is offered at USU. Because of the overlap in certain requirements, however, there may be opportunities for collaboration: since a limited number of credit hours can be transferred into any of these programs, individual students may wish to complete a course at an alternate institution with approval from their supervisory committees.

#### Benefits

A graduate program in Piano Performance and Pedagogy will enhance the Caine School of the Arts, the College of Humanities, Arts, and Social Sciences, and attract a greater number of exceptional piano students to Utah State University, thereby increasing its national and international reputation. The presence of graduate students in the piano program will have an immediate impact on the entire Music Department: More experienced performers will provide a higher level of collaborative artistry for instrumentalists, vocalists, chamber groups, and larger ensembles, which will subsequently raise the standards of performance and scholarship. Shortly after its implementation, the program is expected to produce recruitment benefits that will be evident in the increased number and quality of applicants at both the graduate and undergraduate levels, which will contribute to the academic, professional, and financial success of the University.

### **Consistency with Institutional Mission**

In accordance with the mission statement of the School of Graduate Studies, the proposed program will offer graduate students the opportunity to acquire comprehensive knowledge of piano performance and pedagogy through research and both classroom and individualized instruction, to develop and practice professional skills, and to gain leadership experience. Master of Music candidates will also directly serve the community through the Youth Conservatory's curriculum of individual and group piano instruction.

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

#### **Program Assessment**

The Music Department, in accord with college and university policy, currently uses two forms of assessment--student course evaluations and faculty peer observations--to monitor the quality of instruction in the classroom. Course evaluations are administered each semester, and the faculty members in the piano area frequently attend each other's classes. Professor Amano regularly attends courses taught by the academic faculty as well. The data from student and peer course evaluations are taken into account in the department head's annual evaluation of each faculty member and in the course of merit pay and tenure and promotion decisions.

The university assessment office tracks, with the assistance of departments, job placement of departmental graduates. Data from this annual placement survey for master's graduates are expected to show acceptance in top DMA programs with significant assistantships or fellowships, publications of teaching materials by graduates in independent teaching studios, invitations for graduates to adjudicate reputable festivals and competitions in the Intermountain West, success for master's students and graduates in their own competitive performances, and effective placement in teaching positions at colleges and universities.

Additional information on the learning outcomes for individual students will be obtained through examinations and discussions in seminar classes and, particularly, in the written and oral comprehensive examinations. Should job or graduate school placement not be as expected, or, should gaps in knowledge emerge as part of the examination process, the faculty will revise the curriculum to address these issues.

Specific goals for the program and the means of assessment are described in the table below.

| Program Goals                                          | Assessment Processes                                                                                                                                                                                                |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide high quality instruction for M.M. students     | Student course evaluations for every class will<br>be administered, with results to be formally<br>reviewed by a faculty committee     Peer classroom observation and review will be<br>conducted on a yearly basis |
| Ensure timely progress of students through the program | MM students will be reviewed and mentored<br>each semester by a faculty advisor                                                                                                                                     |

| Provide students with a solid understanding of current literature, theory, and practice in the field (including performance; pedagogy; historical, research, and theoretical foundations; and entrepreneurship and marketing) | MM students must pass a written and oral comprehensive examination before they graduate                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support the development of teaching excellence by M.M. students                                                                                                                                                               | <ul> <li>Graduate Assistants will be reviewed each semester by a designated faculty member</li> <li>Private and group piano instruction by M.M. candidates will be observed and reviewed on a regular basis by a piano faculty member</li> </ul>                                                         |
| Prepare students for high-level musical performance                                                                                                                                                                           | <ul> <li>Performance juries comprised of the entire piano faculty will be required of all MM students at the end of each semester</li> <li>During the final semester of study, MM students will perform a solo recital or lecture-recital, which must be approved by the entire piano faculty</li> </ul> |

## **Expected Standards of Performance**

Upon successfully completing the MM program, graduates will:

- have earned a minimum of a 3.0 GPA in 36 credits of graduate coursework
- have passed a written and oral comprehensive examination
- have performed a solo recital or lecture-recital of 60-minute duration
- be qualified to be hired as an applied instructor at an institution of higher education
- be eligible to apply for admission into a doctoral program of study in music
- be prepared to establish and operate a private teaching studio

These standards of performance reflect the expectations of MM graduates from programs comparable to that being proposed.

#### **SECTION V: Finance**

## **Budget**

It will not be necessary to increase the operating budget of the Music Department or the Youth Conservatory in order to launch the proposed program.

## **Funding Sources**

The Music Department could implement the proposed curriculum for the Master of Music Degree with few additional resources. Funds accrued by the Music Department, supplemented by those from the Youth Conservatory and private donors, will fund Graduate Instructorship positions for four MM candidates each year in the minimum amount of \$600/credit per student. In accordance with the policies of the Graduate School, each resident student who qualifies for a Graduate Instructorship position will also be eligible to receive annual health insurance in the amount of \$1,000 per student, and to apply for a full-tuition waiver. (In order to receive tuition remission, applicants must be nominated for in-state awards, which are distributed by the college office. Out-of-state applicants must establish residency to be eligible for the award.) Graduate students will also have the opportunity to earn collectively up to \$9,000 per year for private piano instruction of non-majors.

| ANNUAL COST PER GRADUATE INSTRUCTOR                                                                            |                            |  |  |
|----------------------------------------------------------------------------------------------------------------|----------------------------|--|--|
| Instruction fee (4 credits per semester @ \$600) Health Insurance                                              | \$4,800.00<br>\$1,000.00   |  |  |
| TOTAL                                                                                                          | \$5,800.00                 |  |  |
| ANNUAL REVENUE SOURCES FOR GRADUATE INSTRUCTORSHIPS                                                            |                            |  |  |
| Department of Music \$12,200.00 Youth Conservatory \$6,000.00 Axtell Instructorship (private donor) \$5,000.00 |                            |  |  |
| TOTAL REVENUE TOTAL COST (Four Graduate Instructors)                                                           | \$23,200.00<br>\$23,200.00 |  |  |

**Utah State University** 

Masters of Music with a Specialization in Piano Performance and Pedagogy.

| Financial A               | nalysis Form | for All R40  | 1 Document | S          |            |
|---------------------------|--------------|--------------|------------|------------|------------|
|                           | Year 1       | Year 2       | Year 3     | Year 4     | Year 5     |
| Students                  |              |              |            |            |            |
| Projected FTE Enrollment  | 4            | 6            | 8          | 10         | 10         |
| Cost per FTE              | \$5,800      | \$4,017      | \$3,125    | \$2,590    | \$2,680    |
| Student/Faculty Ratio     | 2:1          | 3:1          | 4:1        | 5:1        | 5:1        |
| Projected Headcount       | 4            | 6            | 8          | 10         | 10         |
| Projected Tuition         |              |              |            |            |            |
| Gross Tuition             | \$7,178      | \$7,537.00   | \$7,914.00 | \$8,310.00 | \$8,726.00 |
| Tuition to Program        | 0            | 0            | 0          | 0          | 0          |
|                           | 5 Year Budg  | et Projectio | n          |            |            |
|                           | Year 1       | Year 2       | Year 3     | Year 4     | Year 5     |
| Expense                   |              |              |            |            |            |
| Salaries & Wages          | \$19,200     | \$19,800     | \$20,400   | \$21,000   | \$21,600   |
| Benefits                  | 4,000        | 4,300        | 4,600      | 4,900      | 5,200      |
| Total Personnel           | 23,200       | 24,100       | 25,000     | 25,900     | 26,800     |
| Current Expense           |              |              |            |            |            |
| Travel                    |              |              |            |            |            |
| Capital                   |              |              |            |            |            |
| Library Expense           |              |              |            |            |            |
| Total Expense             | \$23,200     | \$24,100     | \$25,000   | \$25,900   | \$26,800   |
| Revenue                   |              |              |            |            |            |
| Legislative Appropriation |              |              |            |            |            |
| Grants & Contracts        |              |              |            |            |            |
| Donations                 | \$5,000      | \$5,000      | \$5,000    | \$5,000    | \$5,000    |
| Reallocation              | 12,200       | 13,100       | 14,000     | 14,900     | 15,800     |
| Tuition to Program        |              |              |            |            |            |
| Other non-approp. sources | 6,000        | 6,000        | 6,000      | 6,000      | 6,000      |
| Total Revenue             | \$23,200     | \$24,100     | \$25,000   | \$25,900   | \$26,800   |
| Difference                |              |              |            |            |            |
| Revenue - Expenses        | 0            | 0            | 0          | 0          | 0          |

Comments

#### Reallocation

Each year an admissions committee comprised of members of the piano and theory faculty will select four graduate applicants possessing the requisite skills to teach courses in the first-year curriculum for undergraduate music majors (including Music Theory, Aural Skills, and/or Keyboard Harmony). The selected graduate instructors will receive close mentoring from a tenure-track professor with credentials and a primary teaching assignment in music theory who will assume responsibility for establishing the curriculum for each course, organizing the syllabi, and creating standardized exams and grading criteria. Part of this faculty member's load will consist of mentoring the graduate students in pedagogy of music theory and aural skills. This will take place through classroom observation and weekly meetings to coordinate instruction and curriculum and make sure that best practices in teaching are being employed by the graduate instructors. The courses to be taught by the graduate instructors are lower division, skills-based courses. It is not an unusual practice at music schools for graduate instructors to teach these basic courses for music majors, and courses taught by graduate students will account for less than 10 percent of the total number of credits that are typically taken by music majors during their undergraduate degree. This work with graduate instructors will in no way diminish the quality of education for undergraduate students, who will still have the opportunity to work directly with full-time faculty in their particular areas of emphasis each semester that they are in residence.

The delegation of teaching responsibilities to graduate students will not only enable the appropriate faculty to teach graduate courses with a lower student-to-faculty ratio and without additional compensation, but will also provide MM students with classroom experiences that are necessary to the pedagogical emphasis of the degree program. In its initial stages the program will admit four candidates of the highest quality, which the current faculty can accommodate. As the national and international reputation of the program grows, it will be necessary to augment the faculty in order to admit more applicants.

## Impact on Existing Budgets

The impact on the Department's existing budget will be minimal. Funds presently used to pay parttime teachers, generated by development efforts or through Youth Conservatory tuition will be reallocated to support the Graduate Instructorship positions.

# Appendix A: Program Curriculum

# **All Program Courses**

No new courses will be added to the following curriculum in the next five years.

| Course Number | Title                          | Credit Hours |
|---------------|--------------------------------|--------------|
| MUSC 5980     | Introduction to Music Research | 3            |
| MUSC 6630     | Private Instruction            | 2            |
| MUSC 6430     | Advanced Piano Pedagogy        | 2            |
| MUSC 6420     | Pedagogy Practicum             | 2            |
| MUSC 6130     | Music History Seminar          | 3            |
| MUSC 5420     | Piano Literature I             | 2            |
| MUSC 6440     | Piano Literature II            | 2            |
| MUSC 6140     | Music Theory Seminar           | 3            |
| MUSC 6410     | Collaborative Artistry         | 2            |
| MUSC 6910     | Recital or Lecture-Recital     | 2            |

# **Appendix B: Program Schedule**

# Program Schedule for Master of Music with a specialization in Piano Performance and Pedagogy

| Term                                                                                                            | Suggested Schedule                                                                                            | Total Credits Earned |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------|
| Fall 2008                                                                                                       | Introduction to Music Research (3) Private Instruction (2) Advanced Piano Pedagogy (2) Pedagogy Practicum (2) | 0                    |
| Spring 2009                                                                                                     | Private Instruction (2) Advanced Piano Pedagogy (2) Music History Seminar (3) Pedagogy Practicum (2)          | 9                    |
| Fall 2009                                                                                                       | Private Instruction (2) Piano Literature I (2) Music Theory Seminar (3) Collaborative Artistry (2)            | 9                    |
| Private Instruction (2) Piano Literature II (2) Music History/Theory Seminar (3) Recital or Lecture Recital (2) |                                                                                                               | 9                    |

## **Appendix C: Faculty**

In addition to the following faculty members who will contribute to the proposed graduate program, the Department of Music is currently conducting a search for an Assistant Professor of Music Theory (Ph.D.), and, with the departure of Professor Eric Smigel, for an Assistant Professor of Musicology (Ph. D.). Both searches will be completed prior to Summer 2008.

**Gary Amano** (1974): Professor and Assistant Department Head, M.M. Juilliard School of Music; Director of Piano Program and Piano Instruction.

**Sergio Bernal** (2001): Associate Professor, M.M. University of Michigan & Yale University; Music Theory Instruction.

**Frank Chiou** (2008): Assistant Professor, D.M.A. University of Michigan; Director of the Youth Conservatory and Piano Instruction.

**R. Dennis Hirst** (1993): Associate Professor, M.M. University of Oklahoma; Graduate Advisor and Piano Instruction.

**Bruce Saperston** (1987): Associate Professor, Ph.D. University of Texas at Austin; Music Research Instruction.

**Appendix D: Description of Courses** 

| Course Number       | Title                             | Credit Hours | Description                                                                                                               |
|---------------------|-----------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------|
| MUSC 5980           | Introduction to Music<br>Research | 3            | Introduction to music research, information science, and technical writing.                                               |
| MUSC 6630           | Private Instruction               | 2            | Individual instruction in the technical and musical aspects of piano performance.                                         |
| MUSC 6430           | Advanced Piano<br>Pedagogy        | 2            | Pedagogy of beginning, intermediate, and advanced methods of teaching piano, strategies for developing a private studio.  |
| MUSC 6420           | Pedagogy Practicum                | 2            | Observation of master instructors, practice teaching (private and classroom), and supervised studio instruction.          |
| MUSC 6130           | Music History Seminar             | 3            | Close study and discussion of a special topic of music history, with an emphasis on individual research and presentation. |
| MUSC 5420 &<br>6440 | Piano Literature I & II           | 2            | Comprehensive examination of piano literature, history of the instrument, and performance practice.                       |
| MUSC 6140           | Music Theory Seminar              | 3            | Close study and discussion of a special topic of music theory, with an emphasis on individual analysis and presentation.  |
| MUSC 6410           | Collaborative Artistry            | 2            | Applied performance techniques of vocal and instrumental accompaniment.                                                   |
| MUSC 6910           | Recital or Lecture<br>Recital     | 2            | Solo performance and presentation, culmination of graduate studies.                                                       |

# Appendix E: Redistribution of Faculty Workload

The workload for each faculty member contributing to the graduate program will not increase. Each Graduate Instructor will teach a selection of the following core undergraduate courses: Music Theory (MUSC 1110 and 1120), Aural Skills (MUSC 1130, 1140, 2130, 2140), and Keyboard Harmony (MUSC 1170 and 1180). The redistribution of these courses, which are currently taught by either faculty members or part-time lecturers, is listed below.

### **Fall Semester**

| Faculty          | Courses to be taught by GIs     | New assignment              | +/- |
|------------------|---------------------------------|-----------------------------|-----|
| Gary Amano       | MUSC 1110 (3 credits)           | MUSC 6630                   | 0   |
|                  |                                 | Adv. Piano Ped (2 credits)  |     |
| Dennis Hirst     | MUSC 1110 (3)                   | MUSC 6630*                  | 0   |
|                  |                                 | Pedagogy Practicum (2)      |     |
|                  |                                 | Piano Lit. I (2)**          |     |
| Theory Professor | MUSC 1130 (3)                   | Music Theory Seminar (3)    | 0   |
| Frank Chiou      | MUSC 3400                       | MUSC 6630*                  | 0   |
|                  | MUSC 1110 (3)                   | Collaborative Artistry (2)  |     |
| Eric Smigel      | MUSC 1110 (3)                   | Intro to Music Research (3) | 0   |
| Lecturers        | MUSC 1130 (9)                   |                             |     |
|                  | MUSC 1170 (18)                  |                             |     |
|                  | MUSC 2130 (3)                   |                             |     |
|                  | MUSC 1480 (PI non)              |                             |     |
|                  | MUSC 2490 (PI 2 <sup>nd</sup> ) |                             |     |

# **Spring Semester**

| Faculty          | Courses to be taught by GIs     | New assignment            | +/- |
|------------------|---------------------------------|---------------------------|-----|
| Gary Amano       | MUSC 1140 (3)                   | MUSC 6630                 | 0   |
|                  |                                 | Adv. Piano Ped (2)        |     |
| Dennis Hirst     | MUSC 1120 (3)                   | MUSC 6630*                | 0   |
|                  |                                 | Pedagogy Practicum (2)    |     |
|                  |                                 | Piano Lit. II (2)**       |     |
| Theory Professor | MUSC 1140 (3)                   | Music Theory Seminar (3)  | 0   |
| Frank Chiou      |                                 | MUSC 6630*                | 0   |
| Eric Smigel      | MUSC 1120 (3)                   | Music History Seminar (3) | 0   |
| Lecturers        | MUSC 1140 (6)                   |                           |     |
|                  | MUSC 1180 (18)                  |                           |     |
|                  | MUSC 2140 (3)                   |                           |     |
|                  | MUSC 1480 (PI non)              |                           |     |
|                  | MUSC 2490 (PI 2 <sup>nd</sup> ) |                           |     |

- \* Initially, only Professor Gary Amano will provide private instruction to graduate students. As enrollment increases, Professors Frank Chiou and Dennis Hirst will gradually assume this responsibility as well.
- \*\* The assignment for teaching the Piano Literature courses will alternate among all three members of the piano faculty. When a given instructor teaches the class, a proportionate number of his private instruction hours will be redistributed to the two other faculty members for the duration of the semester.

## Appendix F: Supporting Documentation of Recognition of the Current Program

The piano program at Utah State University maintains high visibility and exerts a strong influence in the fields of both performance and pedagogy. Students of the piano program have been awarded the highest honors in the following national and international competitions:

45th Annual Kosciuszko International Chopin Competition (New York City)

Esther Honens International Piano Competition (Calgary, AB)

Kingsville International Competition (Kingsville, Texas)

Stecker and Horowitz Foundation New York Piano Competition (New York, NY)

National Stillman-Kelly Competition (rotating location)

Stravinsky International Competition (Champaign, Illinois)

National Federation Competition (rotating location)

The National Richardson Young Artist Competition (Lansing, MI)

The Joseph Fisch National Competition (San Diego, CA)

The International Creative Artists Competition (ID & CA)

All Divisions of the National MTNA Piano Competitions (Arkansas, Washington, Michigan, Los Angeles)

International Junior Gina Bachauer Competition (Salt Lake City)

Young Keyboard Artist's International Competition (Los Angeles)

First prizes in 20 Music Teachers National Association Regional Competitions (Washington, Oregon, California, Idaho, Montana, Arizona, Nevada, New Mexico, Wyoming, and Utah)

Grand Junction National Concerto Auditions (Grand Junction, CO)

In addition to a strong record of success in competition, the piano program at Utah State University has attracted numerous students from overseas, including students from Canada, South Korea, China, Russia, Italy, Chile, Spain, and Armenia.

Active members of the Music Teachers National Association, the members of the piano faculty contribute regularly to regional, state, and national functions, they have published articles in the *American Music Teacher* journal, and they have given presentations at the World [Piano] Pedagogy Conferences in Atlanta, Las Vegas, and Orlando.

#### MEMORANDUM

May 21, 2008

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Bachelor of Fine Arts in Theatre with Emphases in Classical

Acting, Theatre Design and Technology, and Musical Theatre, Effective Fall 2007 – Action

<u>Item</u>

#### Issue

Southern Utah University (SUU) requests approval to offer a Bachelor of Fine Arts (BFA) in Theatre with emphases in Classical Acting, Theatre Design and Technology, and Musical Theatre, effective Fall semester 2008. This program was approved by the institutional Board of Trustees on February 8, 2008.

#### Background

Currently, SUU offers the Bachelor of Arts and Bachelor of Science in Theatre with emphases in acting/directing and design/technical theatre. Both degree programs are considered appropriate for the generalist and the Theatre educator. The proposed BFA expands the existing programs by integrating Theatre arts, music and dance into a multidisciplinary emphasis using resources already available at SUU. The BFA is seen as a logical next step which builds upon student opportunities with the Utah Shakespearian Festival (USF). Since the Festival's inception, students have been cast in a variety of roles in many productions ranging from Shakespeare through classic European and American Drama, and for the past six years, classic and contemporary musicals. Design/technical Theatre students work together with professionals as assistants and as technicians. Through the BFA degree, these experiences can be tied to curriculum and, with the Festival's continued expansion (now running June through October) students gain performance and design/technical Theatre experience in a variety of educational and professional settings essential for a BFA program.

In addition, the Neil Simon Festival is producing its first musical in the upcoming 2008 season. Tuacahn Amphitheatre and Center for the Arts produces four musicals annually. The increase in employment opportunities has been a catalyst in the development of the emphasis in musical theatre within the BFA degree.

SUU has 165 declared Theatre majors with enrollment growth of 28 percent over the last five years. In exit surveys over the last five years, graduating Theatre students recommended that SUU should add more quantity and rigor to the program which can be accomplished within a BFA as opposed to a liberal arts degree. The BFA degree will provide successful applicants the opportunity to further their training in preparation for a professional career and for graduate studies in Theatre.

The proposed degree program fits with SUU's mission and with the consultants' report on programs that should be offered in Southern Utah based on the strengths of the institution. SUU's Theatre faculty include 10 tenured and one adjunct, all having doctorates or terminal degrees except for one adjunct who is a faculty in residence. SUU expects to fund the proposed program as it does the liberal arts AA/AS, through reallocation of tuition.

#### Policy Issues

The University of Utah expressed support for the Theatre BFA citing the strength of a diverse faculty, support for SUU's own students, and the need for the BFA. The U of U also commented on what appears to be the resolution of issues between SUU's academic mission regarding the Theatre Department and the box-office needs of the Utah Shakespearean Festival. Salt Lake Community College supports the request. Snow is neutral regarding the proposal.

## Commissioner's Recommendation

The Commissioner recommends that the Regents review Southern Utah University's request to offer a Bachelor of Fine Arts in Theatre with emphases in Classical Theatre, Theatre Design and Technology, and Musical Theatre, raise questions, and, if satisfied, approve the request.

David L. Buhler, Interim Commissioner

DLB/PCS Attachment

# Academic Programs, Career and Technical Education, and Student Success Committee

## Action Item

Request to offer the Bachelor of Fine Arts with Emphases in Classical Acting, Theatre Design and Technology, and Musical Theatre

Southern Utah University

Prepared for: David L. Buhler by Phyllis C. Safman

May 21, 2006

## **Section I: The Request**

Southern Utah University requests approval to offer a Bachelor of Fine Arts in Theatre with emphases in Classical Acting, Theatre Design and Technology, and Musical Theatre effective Fall semester 2008. This program was approved by the institutional Board of Trustees on February 8, 2008.

**Section II: Program Description** 

#### **Complete Program Description**

According to the National Association of Schools of Theatre (NAST), the accrediting agency for Theatre in higher education, a Bachelor of Fine Arts (BFA) is the initial professional degree in Theatre with its primary focus on the development of skills, concepts, and sensitivities essential to the Theatre professional. A BFA degree, therefore, develops professional competency through a solid base in theoretical studies along with performance and production opportunities and meaningful internships. There is a wide variety of curricular structures among institutions within a BFA framework. Southern Utah University proposes to provide majors with a comprehensive approach with emphases in acting, design and technology, and musical theatre.

The Department of Theatre Arts and Dance currently offers programs leading to Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Theatre with emphases in acting/directing, design/technical theatre, along with a teacher education program that is approved for secondary teaching licensure. The institution has offered these degrees successfully for nearly 50 years and will continue to meet the needs of students by maintaining these liberal arts degrees with focus on Theatre in context of a broad program of general studies. The proposed BFA program is, therefore, a refocusing of these current degree programs to develop Theatre professionals, while keeping the programs which serve the Theatre generalist and Theatre educator. The addition of a musical theatre emphasis integrates established resources in the disciplines of theatre arts, dance, and music within the College of Performing and Visual Arts.

## **Purpose of Degree**

The BFA degree will provide successful applicants the opportunity to further their training in preparation for a professional career and for graduate studies in Theatre. The Department of Theatre Arts and Dance has a beneficial relationship with the Tony-Award-winning Utah Shakespearean Festival (USF) for 46 years. Since the Festival's inception, students have been cast in a variety of roles in many productions ranging from Shakespeare through classic European and American Drama, and for the past six years, classic and contemporary musicals. Design/technical Theatre students work together with professionals as assistants and as technicians. Through the BFA degree, these experiences can be tied to curriculum and, with the Festival's continued expansion (now running June through October) students gain performance and design/technical Theatre experience in a variety of educational and professional settings essential for a BFA program. It is rare and valuable to have a professional company willing to welcome undergraduates at this level.

This professional degree will better meet the educational goals of students seeking professional careers. Employment opportunities in professional Theatre require not only talent and creativity, but the highest possible training. This proposed BFA degree will provide additional training beyond BA and BS degrees and capitalize on performing opportunities within the institution. Therefore, a Bachelor of Fine Arts Degree presents a logical next step in the development of Southern Utah University's educational theatre program.

#### Institutional Readiness

The rich tradition of Theatre arts has been strongly supported by SUU since its beginning as a branch normal school over 100 years ago. This support has fostered the emergence and extraordinary success of the Utah Shakespearean Festival and conferred in the public mind a bond between Southern Utah University and Theatrical excellence. The increased regional and national visibility of the Utah Shakespearean Festival (USF) has also included significant progress, recognition, and institutional support of SUU's educational Theatre programs. The housing of the Department of Theatre Arts and Dance, together with the Department of Music under the College of Performing and Visual Arts, will positively serve the proposed degree program in all multidisciplinary components. In addition, the proposed Bachelor of Fine Arts Degree will complement the already approved and implemented Bachelor of Fine Arts in Graphic Design, Arts Education, and Studio Arts. With quality arts organizations within the institution and the administrative structure within the College of Performing and Visual Arts, no new organizational structure is needed to deliver this program.

The Bachelor of Arts and Bachelor of Science liberal arts degrees in Theatre will continue to be offered. All core courses and several upper-division courses within these degree programs are also integrated into the Bachelor of Fine Arts curriculum; therefore, the proposed program will not have a negative impact on the delivery of lower-division education.

An indicator of institutional readiness is the breadth and depth of upper-division course work already approved in the curriculum. Thirty approved upper-division courses with 89.9 percent of the total proposed BFA curriculum have been taught within the past two years through BA/BS requirements, upper-division electives, or special topic courses. All but one course within the BFA curriculum have undergone the rigorous curriculum proposal process through various committees within the institution -- a process that requires justification of availability of resources (faculty, staff, facilities, equipment, and library). The final course will be initiated through the university undergraduate curriculum review process in Fall 2008.

Increased resources in the Theatre Department ensure that SUU can provide students with the knowledge of and experience with current technologies prior to entering the work force or graduate school. A cutting-edge design and drafting lab designated to the Theatre program was put into operation in the Fall of 2007. All workstations have the latest CAD and 3-D modeling software used throughout the industry. Also installed are audio editing and recording software, advanced image manipulation software, and multimedia authoring software for the production of both digital portfolios and multimedia presentations used in live Theatre productions. The Department is in the process of adding a lighting laboratory to enable students to experience and experiment with current lighting technology in a dedicated and user-friendly environment.

The commitment to current technology is not only in the classroom, but also extends to productions. SUU has an inventory of intelligent lighting instruments, an advanced lighting control system and the latest in computer controlled audio playback. This ensures that the students in the BFA program will graduate with both classroom and practical experience with the latest Theatre technologies.

## **Faculty**

The Department of Theatre Arts and Dance received a new, tenure-track, theatre arts faculty line in Spring 2007. During the past two years, the Department has strategically hired two replacement Theatre faculty members with diverse areas of specialized expertise that position the program to offer this professional degree. In addition, approval for the change of a professional staff position to a tenure-track faculty position is in place and will be implemented Spring 2008. As a result, twelve tenure-track faculty members and two part-time adjuncts/artists-in-residence faculty members who teach on an annual basis will provide resources for the implementation of the proposed program Fall 2008. In addition, the association with the USF gives students significant opportunity to train with and observe professional artists as they practice their trade.

The Bachelor of Fine Arts budget reflects a transfer of one FTE professional staff from Student Services' Entertainment Bureau to the Department of Theatre Arts and Dance, effective Fall 2008. It is anticipated that within the second or third year of the proposed program, the salary for that position will be increased, based on Colleges and University Professional Association of Human Resources (CUPA) data, to a competitive level to hire a non-tenure-track assistant professor who will bring further resources to the musical theatre emphasis.

Current faculty are fully qualified to deliver the proposed BFA degree along with the three emphasis areas. All faculty members are recognized professionals and actively engaged in faculty development by contributing regionally, nationally, and internationally as actors, designers, technicians, directors, composers, playwrights, choreographers, and master teachers. As illustrated in Appendix C, the artistic accomplishment of the faculty is significant. Among recent accomplishments are book and lyrics for a new musical comedy scheduled for a Broadway run 2009. The founding and artistic direction of the Neil Simon Festival that successfully completed its sixth season and the lighting design for four inter-media television shows currently running on the Out Door Network.

The Department of Theatre Arts and Dance is committed to recruiting guest artists in Theatre and dance who not only perform but conduct hands-on workshops. Recent internationally-recognized guest artists have included: Robert C. Cohen—director, author, and theatre scholar; Michael York—actor; Susan Hadley—choreographer; Eve Ensler—author and playwright.

#### Staff

The Department of Theatre Arts currently has one FTE secretarial/office manager position. The proposed BFA degree should not have significant impact on the clerical duties of this position based on a similar staffing in the Department of Visual Arts and Design, which began to offer the BFA in 2005. The Department has a costume shop supervisor who assists in the production components of the program. As the BFA program grows, the Department will add resources in this area. A full-time scene shop supervisor will be hired to assist the technical director with production responsibilities.

The College of Performing and Visual Arts (CPVA) has a full-time academic advisor who serves in a professional staff position. This individual holds a Ph.D. from the University of Pittsburgh and is a principle actor with the USF and teaches student success course for CPVA. Combined academic and performance experience is particularly useful for Theatre student as they strive to balance degree requirements with the performance/production components of the program.

The Department is assigned graduate students from the MFA Arts Administration program to coordinate marketing/promotions and create programs/posters for all department main stage productions.

### **Library and Information Resources**

The institution currently has adequate library resources to offer the proposed degree program. An annual acquisition budget of over \$7,000 for Theatre and dance ensures that seminal and current literature is readily available, emphasizing such areas as new technologies in design, methodologies of voice and specialized movement, and a continually increasing collection of audition monologues and scenes. The library has assigned a subject matter specialist to oversee the acquisition and maintenance of theatre arts materials, both print and electronic. A full-time faculty member is appointed as a liaison between department faculty and library personnel to ensure that curricular needs are met. As a result, the theatre materials in the library increase every year. Additions are compared with the catalogues of peer institutions, in an ongoing effort to make SUU's Theatre collection comparable to similar institutions.

Of particular note is a Shakespeare collection housed in the library's special collection. This richly diverse collection is highly regarded and is significant due to the institution's affiliation with the Utah Shakespearean Festival.

## **Admission Requirements**

The admission process seeks evidence that each BFA applicant possesses the talent, artistic sensibility, and, most important, a strong sense of commitment to be successful in the program. Successful candidates will interview with faculty and undergo either an audition or portfolio review, depending on their desired emphasis area. In line with its sister institutions, SUU no longer requires a minor in all disciplines (effective Fall, 2008). Therefore, the BA, BS, and BFA students will share a common core curriculum during the freshman year. Students may audition for entry into the BFA program after completing their freshman year in Theatre Arts, or during the sophomore year, but not after beginning their junior year. Transfer students seeking a BFA degree will need to audition before placement into the program.

#### Student Advisement

Students in Theatre Arts have the benefit of two advisors: a College of Performing and Visual Arts academic advisor and a faculty departmental advisor/mentor. The CPVA academic advisor maintains an office in the same building with the Theatre faculty and is available to help students complete their general education and other University requirements in a timely manner. Based on knowledge of degree requirements in Theatre, the academic advisor also tracks the student's progress towards degree completion by reviewing transcripts and is the initial contact person for completing graduation paperwork. The second resource available to students are the faculty department advisors/mentors, full-time faculty members whose specialty is in the BFA student's area of emphasis and who guide and evaluate student progress in their major, assist with career choices, provide mentoring, graduate school preparation, and professional contacts. This procedure will be effective for majors seeking a Bachelor of Fine Arts as they prepare to meet their professional goals in Theatre.

#### **Justification of Graduation Standards and Number of Credits**

Graduation and credit hour requirements for the BFA, including general education, theatre core, emphasis, and elective courses, range from 123 to 126. The proposed program does not exceed 126 credits maximum for undergraduate baccalaureate degrees.

#### **External Review and Accreditation**

The proposed program used standards from the National Association of Schools of Theatre, the accrediting agency for Theatre in higher education, as a guideline to determine its curricular structure. According to NAST, professional degree programs for acting usually adhere to the following guidelines: *studies in the major area should comprise 30 percent to 40 percent of the total program; supportive courses in theatre, 20 percent to 30 percent; general studies, 25 percent to 35 percent; and elective areas of study 10 percent to 15 percent.* 

The proposed BFA in Classical Acting contains 36 percent of curriculum in the major area (acting, voice, movement); 28 percent in supportive courses in Theatre; and 36 percent in general studies and electives combined. Curricular structures for a professional degree in design/technology normally adhere to similar guidelines: studies in major area should comprise 20 percent to 40 percent of the total program; supportive courses in Theatre, 20 percent to 30 percent; general studies, 25 percent to 35 percent; and elective study, 10 percent to 15 percent.

The proposed BFA in Theatre Design and Technology curriculum contains 41 percent design and technical training; 20.63 percent Theatre support, and 38 percent general studies and electives combined.

The proposed BFA in Musical Theatre curriculum requires more multidisciplinary content with NAST guidelines recommending the following: studies in the major Theatre area and supportive courses in Theatre and dance shall total at least 50 percent of the curriculum; studies in music, 20 percent to 25 percent; general studies, 20 percent to 25 percent; electives provide approximately five percent of the total curriculum. The proposed BFA requires 52 percent in the major area, supportive courses and dance courses; 22 percent of the curriculum is music studies; 26 percent is general studies.

Southern Utah University and the College of Performing and Visual Arts have an ongoing process of self-study and peer review. SUU has obtained national accreditation status with the National Association of Schools of Dance (NASD), the National Association of Schools of Music (NASM), and the National Association of Schools of Art and Design (NASAD). The Theatre Arts unit has initiated the accreditation process through the National Association of School of Theatre (NAST) with a consultative visit by the association in Fall 2007. SUU is the only institution within the USHE to have obtained accreditation with this many arts agencies recognized by the U.S. Department of Education.

## **Expansion of Existing Program**

The following table represents enrollment trends by headcount of Theatre majors pursuing a Bachelor of Arts or Science Degree over the past five years along with student credit hours produced through the current Theatre program.

|                                   | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| BA/BS Theatre Major<br>Head Count | 129       | 137       | 129       | 152       | 165       |
| SCH                               | 2,611     | 2,344     | 2,788     | 2,756     | NA        |

#### **NOTES:**

\*02-03 Fine Arts GE requirements were reduced from 6 to 3 credit hours

Section III: Need

### **Program Need**

The following five reasons show the need to initiate the proposed Bachelor of Fine Arts Degree:

- 1) The proposal connects degree requirements with student goals, thereby decreasing time and credits towards graduation. Southern Utah University has been successful in placing graduates in prestigious programs and organizations such as Yale School of Drama, Rutgers, Juilliard, the Milwaukee Repertory Theater, Chicago Shakespeare, and Utah Shakespearean Festival. In order to accomplish within a BA/BS framework, most students elect to increase the number of credits in Theatre studies beyond the liberal arts requirements, to better prepare for their future goals, thus increasing total credits towards graduation.
- 2) The Bachelor of Fine Arts Degree formalizes the preparation of the Theatre professional within the 126 maximum credits as determined by the Board of Regents.
- 3) Through the Bachelor of Fine Arts Degree, internships and meaningful experiences with professional Theatre organizations can be tied to curriculum.
- 4) Student interest and the growth in Theatre major enrollment at Southern Utah University warrant the offering of this degree program.
- 5) Faculty have the terminal degrees, ongoing professional experience, and ability to offer this degree.

<sup>\*</sup>Undergraduate Theatre major head count based on 3rd Week Reports fall semester

<sup>\*</sup>Total SCH was not available for 2007-2008; however fall 2007 saw an increase in SCH productivity by 303 over fall 2006. This indicates an anticipated significant growth in total SCH for 2007-2008

<sup>\*</sup> All numbers compiled from the Provost's Office

#### **Labor Market Demand**

The U.S. Department of Labor's Bureau of Labor Statistics states that in 2005, actors, producers, and directors held approximately 157,000 jobs, primarily in motion picture and video, performing arts, and broadcast industries. The report stated that the field's growth rate was as fast as the average for all occupations (that is, growth of 9–17.9 percent) through 2014. According to the 2005–06 Theatrical Season Report, *An Analysis of Earning, Employment, Membership, and Finance,* conducted by the Actor's Equity Association, a "record high" in workweek and member earnings were reported. The average number of members working each week increased 3.9 percent over the past three seasons and by 43 percent over 20 years. Earnings grew 2.5 percent over the past three seasons. The U.S. Department of Labor does not specifically provide labor statistics for theatre designers or technicians; however, allied fields such as broadcast/sound technology show rapid growth. *Artsearch*, the national employment bulletin for the arts, averages over 100 listings for jobs in the design/technical area every two weeks. Graduates with the additional preparation of a BFA receive greater consideration than those lacking this level of training.

On a local and regional level there has been a significant increase in demand for performers trained in musical theatre. For example, over the past ten years, USF has expanded its offerings to include three musical theatre productions in its season. The Neil Simon Festival is producing its first musical in the upcoming 2008 season. In addition Tuacahn Amphitheatre and Center for the Arts produces four musicals annually. The increase in employment opportunities has been a catalyst in the development of the emphasis in musical theatre within the BFA degree.

#### **Student Demand**

According to 3<sup>rd</sup> week reports, SUU has 165 declared majors in Theatre arts as of Fall 2007. The number of Theatre majors has grown 28 percent in the past five years, resulting in a larger talent pool of applicants. The proposed emphases within the BFA are in high demand areas. According to the Higher Education Arts Data Service (HEADS) report for 2006, out of the 11 Theatre emphasis areas listed, acting had the highest enrollment in BFA programs, followed by musical theatre, with the design emphasis fourth, and technical Theatre seventh.

Since 2006, the Theatre program has administered an anonymous exit survey to graduating seniors. One hundred percent replied "yes" to the question "Would you recommend SUU to someone considering studying theatre?" Although students were positive about their educational experience, comments and suggestions for improvement echoed the need for increased quantity and rigor within the degree programs. Formal and informal surveys, exit interviews, parental and incoming student requests over the past five years reveal a continued desire for the BFA degree, thus reaffirming the Department's decision to seek a Bachelor of Fine Arts Degree with its increased curriculum and requirements.

#### **Similar Programs**

Two institutions in the Utah System of Higher Education offer BFA degrees in the discipline of Theatre arts:

- Utah State University provides a BFA in Acting, BFA in Lighting/Scenic/Costume/Stage Management/Technical Theatre, and a BFA in Teaching.
- The University of Utah offers a BFA in Actor Training, a BFA in Performing Arts Design, and a BFA in Stage Management.

No other institution offers an emphasis in Classical Acting, which is a natural fit for SUU given its connection to the Utah Shakespearean Festival. No other Utah System of Higher Education institution offers a BFA with an emphasis in Musical Theatre, a program showing high demand within the southern region of the state. The proposed BFA degree provides the only professional training program south of the Wasatch front. No USHE institution provides on-line access to their BFA programs.

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

Because this proposed degree is an expansion of an existing program and has been designed to meet the needs of the current student population, it should not have a negative impact on any other program within the USHE. In addition there have been an increasing number of students from Las Vegas schools who choose to come to SUU.

Graduates from the proposed Bachelors of Fine Arts program at SUU will serve to increase the candidate pool for Master of Fine Arts programs at both Utah State University and University of Utah. A Bachelor of Fine Arts Degree better prepares students for the professional curriculum of a Master of Fine Arts program.

Faculty representatives from Southern Utah University actively participate in the annual USHE Major Meetings in the effort to assist with articulation issues within the system. The proposed BFA has maintained the articulated courses and numbers as agreed upon through this effort.

#### **Benefits**

Southern Utah University will benefit by increasing the integration of academics with the world-class Shakespearean company within its institution. A Bachelor of Fine Arts with its focus on development of the Theatre professional better aligns itself with opportunities that arise from this partnership. The institution will further benefit by meeting the current needs of students enrolled in it educational Theatre program.

The Utah System of Higher Education will benefit by approving a degree that is aligned with student's goals and objectives. Within the current BA/BS framework, most students elect to increase the number of credits in Theatre studies beyond the liberal arts requirements. This degree will allow students to achieve their educational goals and graduate within USHE recommended four years and 126 credit hours. In addition, approval of the proposed degree will improve access to this professional degree in the southern region of Utah.

#### **Consistency with Institutional Mission**

Based on the current R312 description of Southern Utah University, this institution is a comprehensive regional institution with a commitment to providing exceptional undergraduate educational opportunities as well as offering selective graduate programs for its students. The addition of a BFA in Theatre Arts is aligned with Southern Utah University's mission as evidenced by the currently approved Bachelor of Fine Arts Degree in Graphic Design, Arts Education, and Studio Arts. This degree dovetails with SUU's mission and capitalizes on the institution's unique and professional link with Utah Shakespearean Festival.

#### **Section IV: Program and Student Assessment**

#### **Program Assessment**

Programmatic Goals:

The following are forms of assessment to assure that programmatic goals have been met:

- 1) Since 2006, anonymous exit surveys have been administered to all Theatre graduates. This has proven to be a useful tool in the assessment of the program and will be continued as part of the proposed program.
- 2) (Academic program review, consultative review by NAST)
- 3) KC-ACTF, USITT

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

The following are standards and competencies that students will have met at the time of graduation:

- The program is committed to student success and therefore, will admit students who have the skills and, most important, the commitment to be successful in this professional degree program. Therefore, consistent with most BFA programs, all student candidates for the proposed degree must interview and undergo either an audition or portfolio review depending on their desired area of emphasis. This review process will be conducted by a faculty panel.
- 2) Since 2003, the department requires every Theatre student to complete an annual interview with a panel made up of the entire Theatre faculty. This process will continue for the BFA student with the additional requirement of a performance or portfolio presentation depending on their area of emphasis. The jury review is consistent with other Bachelor of Fine Arts programs throughout the nation and will assure that the student is making continued improvement in the program.
- 3) Bachelor of Fine Arts students are expected to complete course-based performance assessment and must maintain an overall GPA of 2.75 or higher with an accumulative 3.0 in theatre-based coursework.
- 4) All students will complete a significant internship and capstone project/presentation before graduation. The department has integrated the capstone project in the curriculum since 2003 and it has proven to be an important part of student assessment. The capstone consists of a written paper and an oral presentation to faculty of the concept, process and realization of the project, together with an assessment of the student's entire learning experience and its impact on the work as a whole. The added internship opportunity for the BFA student will add an important practical component to the BFA degree.
- 5) Through the institution's partnerships with professional Theatre organizations, students have the opportunity to have their skills assessed by professional/guest artists working in the industry.

**Section V: Finances** 

### **Budget**

| TOTAL (                   | TOTAL COSTS FOR A BFA PROGRAM IN THEATRE FOR THE FIRST FIVE YEARS* |              |                                       |           |                     |  |  |  |  |
|---------------------------|--------------------------------------------------------------------|--------------|---------------------------------------|-----------|---------------------|--|--|--|--|
|                           | Year 1                                                             | Year 2       | Year 3                                | Year 4    | Year 5              |  |  |  |  |
| Students                  |                                                                    |              |                                       |           |                     |  |  |  |  |
| Projected FTE Enrollment  | 20                                                                 | 20           | 25                                    | 25        | 30                  |  |  |  |  |
| Cost per FTE              | \$3495                                                             | \$3495       | \$3495                                | \$3495    | \$3495              |  |  |  |  |
| Student/Faculty Ratio     | 13.3                                                               | 13.3         | 16.6                                  | 16.6      | 20.0                |  |  |  |  |
| Projected Headcount       | 20                                                                 | 20           | 25                                    | 25        | 30                  |  |  |  |  |
|                           |                                                                    |              |                                       |           |                     |  |  |  |  |
| Projected Tuition         |                                                                    |              |                                       |           |                     |  |  |  |  |
| Gross Tuition             | \$69,900                                                           | \$69,900     | \$87,375                              | \$87,375  | \$104,850           |  |  |  |  |
| Tuition to Program        | \$34,950                                                           | \$34,950     | \$43,688                              | \$43,688  | \$52,425            |  |  |  |  |
|                           |                                                                    |              |                                       |           |                     |  |  |  |  |
|                           |                                                                    | udget Projec |                                       |           | l e                 |  |  |  |  |
|                           | Year 1                                                             | Year 2       | Year 3                                | Year 4    | Year 5              |  |  |  |  |
| Expense                   | T                                                                  | T            | T                                     |           | T •                 |  |  |  |  |
| Salaries & Wages          | \$59,029                                                           | \$60,800     | \$62,624                              | \$64,503  | \$66,438            |  |  |  |  |
| Benefits                  | \$21,251                                                           | \$21,888     | \$22,545                              | \$23,221  | \$23,918            |  |  |  |  |
| Total Personnel           | \$80,280                                                           | \$82,688     | \$85,169                              | \$87,724  | \$90,356            |  |  |  |  |
| Current Expense           | \$1000                                                             | \$1000       | \$1000                                | \$1000    | \$1000              |  |  |  |  |
| Travel                    | \$1000                                                             | \$1000       | \$1000                                | \$1000    | \$1000              |  |  |  |  |
| Capital                   | \$1000                                                             | \$1000       | \$1000                                | \$1000    | \$1000              |  |  |  |  |
| Library Expense           | \$2,000                                                            | \$2,000      | \$2,000                               | \$2,000   | \$2,000             |  |  |  |  |
| Total Expense             | \$85,280                                                           | \$87,688     | \$90,169                              | \$92,724  | \$95,356            |  |  |  |  |
|                           |                                                                    |              |                                       |           |                     |  |  |  |  |
| Revenue                   | 2                                                                  |              |                                       |           |                     |  |  |  |  |
| Legislative Appropriation | 0                                                                  | 0            | 0                                     | 0         | 0                   |  |  |  |  |
| Grants                    | 0                                                                  | 0 000        | 0                                     | 0         | 0                   |  |  |  |  |
| Reallocation              | \$80,280                                                           | \$82,688     | \$85,169                              | \$87,724  | \$90,356            |  |  |  |  |
| Tuition to Program        | \$34,950                                                           | \$34,950     | \$43,688                              | \$43,688  | \$52,425            |  |  |  |  |
| Fees Total Bosonson       | 0                                                                  | 0            | 0 0.057                               | 0         | 0 0 701             |  |  |  |  |
| Total Revenue             | \$115,230                                                          | \$118,638    | \$128,857                             | \$131,412 | \$142,781           |  |  |  |  |
| Difference                |                                                                    |              |                                       |           |                     |  |  |  |  |
| Difference                | \$29,950                                                           | \$28,469     | \$38,688                              | \$38,688  | \$47,425            |  |  |  |  |
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|                           | C                                                                  | comments     | l<br>T                                |           | !<br>-              |  |  |  |  |

<sup>\*</sup>Faculty base salary and benefits increased by 3% annually.

\*\*Tuition estimates based on 50% of undergraduate resident tuition of \$3,495

NOTE: Budget reflects reallocation of 1 FTE faculty position and 1 staff position.

## Appendix A: Program Curriculum

### **All Program Courses**

|                          | Bachelor of Fine Arts (B.F.A.) in THEATRE with emphases in                                |    |
|--------------------------|-------------------------------------------------------------------------------------------|----|
| C                        | lassical Acting, Musical Theatre, and Theatre Design & Technology                         |    |
| <b>GENERAL EDUCAT</b>    | TION REQUIREMENTS                                                                         |    |
|                          | General Education Requirements                                                            | 34 |
| REQUIRED THEAT           |                                                                                           |    |
| THEA 1033                | ACTING I-Majors Only (also Fulfills Fine Arts GE)                                         | 3  |
| THEA 1113                | VOICE & DICTION: PRODUCTION/IPA/DIALECTS                                                  | 3  |
| THEA 1223                | STAGE MAKE-UP                                                                             | 3  |
| THEA 1513                | STAGECRAFT                                                                                | 3  |
| THEA 1541                | THEATRE PRODUCTION LAB: TECH (CR 1513)                                                    | 1  |
| THEA 1713                | SCRIPT ANALYSIS                                                                           | 3  |
| THEA 2203                | COSTUME CONSTRUCTION                                                                      | 3  |
| THEA 2541                | THEATRE PRODUCTION LAB: COSTUME (CR 2203)                                                 | 1  |
| THEA 2711                | DRAMATIC LITERATURE (3 Semesters/1 Credit Per)                                            | 3  |
| THEA 3131                | PROFESSIONAL ASPECTS OF THEATRE (3 Semesters/1 Credit Each on Variable Topics)            |    |
|                          | Topics may include, but are not necessarily limited to: PROP MAKING; ENSEMBLE BUILDING;   |    |
|                          | AUDITION PREP; BUSINESS OF THEATRE; COLLABORATIVE APPROACHES/PRODUCTION;                  | 3  |
|                          | DRAMATURGY                                                                                |    |
| THEA 3613                | DIRECTING I                                                                               | 3  |
| THEA 3713                | THEATRE HISTORY I                                                                         | 3  |
| THEA 3723                | THEATRE HISTORY II                                                                        | 3  |
| THEA 4203                | THEATRE AESTHETICS                                                                        | 3  |
| THEA 4540                | THEATRE PRODUCTION LAB: TECH (2 Semesters)                                                | 2  |
| THEA 4751                | CAPSTONE                                                                                  | 1  |
| THEA 4890                | INTERNSHIP                                                                                | 3  |
|                          | TOTAL CREDITS                                                                             | 44 |
| FREE ELECTIVE RE         | EQUIREMENTS FOR EACH EMPHASIS                                                             |    |
|                          | Classical Acting Emphasis                                                                 | 12 |
|                          | Musical Theatre Emphasis                                                                  | 4  |
|                          | Theatre Design & Technology Emphasis                                                      | 12 |
| <b>B.F.A. IN THEATRE</b> | w/ CLASSICAL ACTING EMPHASIS ADDITIONAL REQUIRED CREDITS                                  |    |
|                          | Choose (2) Credits from the following 1 Credit Courses (or Higher Placement by Audition): |    |
|                          | DANC 1100/BALLET I                                                                        |    |
|                          | DANC 1200/MODERN I                                                                        |    |
|                          | DANC 1500/JAZZ I                                                                          |    |
|                          | DANC 1580/TAP I                                                                           |    |
|                          | DANC 2080/IMPROVISATION                                                                   | 2  |
| THEA 2033                | ACTING II                                                                                 | 3  |
| THEA 2112                | MOVEMENT I: YOGA/RELAXATION/LABAN/TECHNIQUES                                              | 2  |
| THEA 2532                | DESIGN ANALYSIS                                                                           | 3  |
| THEA 3013                | STAGE MANAGEMENT                                                                          | 3  |
| THEA 3540                | THEATRE PRODUCTION LAB: TECH I (CR 3013)                                                  | 1  |
| THEA 3123                | ACTING STYLES I: GREEKS/RESTORATION/GEORGIAN                                              | 3  |
| THEA 4113                | ACTING STYLES III: SHAKESPEARE/SCANSION/SCORING (3 Credits per Semester)                  | 6  |
| THEA 4123                | MOVEMENT II: MASK MAKING & PERFORMANCE                                                    | 3  |
| THEA 4133                | STAGE COMBAT                                                                              | 3  |
| THEA 4140                | REHEARSAL & PERFORMANCE PRACTICUM (Variable 1-3 Credits/Minimum of 3/Maximum of 9)        | 3  |
| THEA 4611                | DIRECTING II LAB                                                                          | 1  |

| THEA 4613               | DIRECTING II                                                                       | 3   |
|-------------------------|------------------------------------------------------------------------------------|-----|
|                         | TOTAL CREDITS                                                                      | 36  |
|                         | TOTAL BFA CREDITS                                                                  | 126 |
| <b>B.F.A. IN THEATF</b> | RE w/ MUSICAL THEATRE EMPHASIS ADDITIONAL REQUIRED CREDITS                         |     |
| MUSC 1110               | MUSIC THEORY I                                                                     | 3   |
| MUSC 1120               | MUSIC THEORY II                                                                    | 3   |
| MUSC 1130               | SIGHT SING/EAR TRAINING I                                                          | 1   |
| MUSC 1140               | SIGHT SING/EAR TRAINING II                                                         | 1   |
| MUSC 1400               | APPLIED INDIVIDUAL MUSIC INSTRUCTION: VOICE                                        | 1   |
| THEA 2033               | ACTING II                                                                          | 3   |
| DANC 2070               | DANCE FOR MUSICAL THEATRE (DEMILLE/ROBBINS/FOSSE)                                  | 2   |
| DANC 2080               | IMPROVISATION                                                                      | 1   |
| DANC 2090               | JAZZ DANCE II (or higher level by placement)                                       | 2   |
| THEA 2112               | MOVEMENT I: YOGA/RELAXATION/LABAN/TECHNIQUES                                       | 2   |
| DANC 2120               | TAP DANCE II (or higher level by placement)                                        | 1   |
| DANC 2150               | CLASSICAL BALLET III (or higher level by placement)                                | 2   |
| MUSC 2400               | APPLIED INDIVIDUAL MUSIC INSTRUCTION: VOICE                                        | 2   |
| THEA 3123               | ACTING STYLES I: GREEKS/RESTORATION/GEORGIAN                                       | 3   |
| THEA 3133               | ACTING STYLES II: MUSICAL THEATRE (3 Credits per Semester)                         | 6   |
| MUSC 3400               | APPLIED INDIVIDUAL MUSIC INSTRUCTION: VOICE                                        | 2   |
| THEA 4123               | MOVEMENT II: MASK MAKING & PERFORMANCE                                             | 3   |
| THEA 4140               | REHEARSAL & PERFORMANCE PRACTICUM (Variable 1-3 Credits/Minimum of 3/Maximum of 9) | 3   |
| MUSC 4400               | APPLIED INDIVIDUAL MUSIC INSTRUCTION: VOICE                                        | 2   |
|                         | TOTAL CREDITS                                                                      | 43  |
|                         | TOTAL BFA CREDITS                                                                  | 125 |
|                         | RE w/ THEATRE DESIGN & TECHNOLOGY EMPHASIS ADDITIONAL REQUIRED CREDITS             |     |
| THEA 2523               | DRAFTING FOR THE THEATRE (CAD)                                                     | 3   |
| THEA 2532               | DESIGN ANALYSIS                                                                    | 3   |
| THEA 2553               | SCENIC PAINTING                                                                    | 3   |
| THEA 3013               | STAGE MANAGEMENT                                                                   | 3   |
| THEA 3540               | THEATRE PRODUCTION LAB: TECH I (CR 3013)                                           | 1   |
| THEA 3323               | STAGECRAFT II                                                                      | 3   |
| THEA 3533               | COSTUME DESIGN                                                                     | 3   |
| THEA 3553               | LIGHTING DESIGN                                                                    | 3   |
| THEA 3563               | SCENIC DESIGN                                                                      | 3   |
| THEA 3573               | SOUND DESIGN                                                                       | 3   |
| THEA 3571               | PORTFOLIO                                                                          | 1   |
| THEA 4333               | TECHNICAL DIRECTION                                                                | 3   |
| THEA 4513               | THEATRICAL TECHNOLOGIES                                                            | 3   |
|                         | TOTAL CREDITS                                                                      | 35  |
|                         | TOTAL BFA CREDITS                                                                  | 125 |

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

THEA 4203 Theatre Aesthetics 3cr
Students will analyze the topics of aesthetic experience, the nature of art and the relation of art to truth, perception, and nature in each of the component parts as it relates to the collaborative art of theatre.

#### Newly Approved Courses to be Taught Beginning 2008-2009 Academic Year

THEA 2711 Dramatic Literature

1cr (must take 3 times)

This course is designed to give the theatre artist grounding in the significant works of a genre, style, playwright, or period. The specific topic for each semester is determined by the theatre faculty.

THEA 2553 Scenic Painting

3cr

This course is designed to familiarize theatre students with the basic techniques and tools used in painting of theatrical scenery. Emphasis will be placed on practical application of these skills.

DANC 2070 Dance for Musical Theatre

2cr

This course will explore, through physical participation, the styles and performance skills involved in dance for musical theatre. Along with the continuing study of dance technique, choreography will be presented that introduces the styles of musical theatre's most influential artists.

### Appendix B: Program Schedule

### **Classical Acting Emphasis Schedule**

| Year     | Dept.     | Course Fall Semester               | credits | Dept.     | Course Spring Semester | credits |
|----------|-----------|------------------------------------|---------|-----------|------------------------|---------|
| Freshmen | THEA 1033 | Acting 1 (Majors Only-Fulfills GE) | 3       | THEA 1113 | Voice and Diction      | 3       |
|          | THEA 1513 | Stage craft                        | 3       | THEA 2711 | Dramatic Literature    | 1       |
|          | THEA 1541 | Theatre production lab tech        | 1       | THEA 2532 | Design Analysis        | 3       |
|          | THEA 1713 | Script Analysis                    | 3       | THEA 1223 | Stage Makeup           | 3       |
|          | UNIV 1000 | First Year Seminar                 | 1       |           | General Ed. (CS 1000)  | 7       |
|          | LM 1010   | Information Literacy               | 1       |           |                        |         |
|          |           | General Ed.                        | 4       |           |                        |         |
|          |           | Total                              | 16      |           | Total                  | 17      |

| Year      | Dept.     | Course Fall Semester           | credits | D | ept.     | Course Spring Semester | credits |
|-----------|-----------|--------------------------------|---------|---|----------|------------------------|---------|
| Sophomore | THEA 2112 | Movement I                     | 2       | Т | HEA 2033 | Acting II              | 3       |
|           | THEA 2711 | Dramatic Literature            | 1       | Т | HEA 3723 | Theatre History II     | 3       |
|           | THEA 2203 | Costume Construction           | 3       | Т | HEA 2711 | Dramatic Literature    | 1       |
|           | THEA 2541 | Theatre Production Lab costume | 1       |   |          | Required DANCE credit  | 1       |
|           |           | General Ed.                    | 9       |   |          | General Ed.            | 9       |
|           |           |                                |         | - |          |                        |         |
|           |           | Total                          | 16      | ı |          | Total                  | 17      |

| Year   | Dept.     | Course Fall Semester            | credits | Dept.     | Course Spring Semester          | credits |
|--------|-----------|---------------------------------|---------|-----------|---------------------------------|---------|
| Junior | THEA 3013 | Stage Management                | 3       | THEA 3613 | Directing I                     | 3       |
|        | THEA 3541 | Theatre Production Lab: Tech I  | 1       | THEA 3131 | Professional Aspects of Theatre | 1       |
|        | THEA 3131 | Professional Aspects of Theatre | 1       | THEA 4113 | Acting Styles III –A            | 3       |
|        | THEA 3713 | Theatre History I               | 3       | THEA 4541 | Theatre Production lab tech     | 1       |
|        | THEA 3123 | Acting Styles I                 | 3       | THEA 4140 | Rehearsal & Performance         | 3       |
|        | THEA 4123 | Movement II                     | 3       |           | Required DANCE credit           | 1       |
|        |           | General Ed.                     | 3       |           | Free Electives                  | 3       |
|        |           | Total                           | 17      |           | Total                           | 15      |

| Year   | Dept.     | Course Fall Semester            | credits | Dept.     | Course Spring Semester | credits |
|--------|-----------|---------------------------------|---------|-----------|------------------------|---------|
| Senior | THEA 3131 | Professional Aspects of Theatre | 1       | THEA 4611 | Directing II Lab       | 1       |

| THEA 4113 | Acting Styles III – B       | 3  | THEA 4613 | Directing II   |    |
|-----------|-----------------------------|----|-----------|----------------|----|
| THEA 4540 | Theatre Production lab tech | 1  | THEA 4890 | Internship     | (  |
| THEA 4133 | Stage Combat                | 3  |           | Free Electives | (  |
| THEA 4203 | Theatre Aesthetics          | 3  |           |                |    |
| THEA 4751 | Capstone                    | 1  |           |                |    |
|           | Free Electives              | 3  |           |                |    |
|           | Total                       | 15 |           | Total          | 13 |

| Grand Total | 126 |
|-------------|-----|
|             |     |

## **Musical Theatre Emphasis Schedule**

| Year     | Dept.     | Course Fall Semester             | credits |   | Dept.     | Course Spring Semester | credits |
|----------|-----------|----------------------------------|---------|---|-----------|------------------------|---------|
| Freshmen | THEA 1033 | Acting 1 Majors Only-Fulfills GE | 3       | 1 | THEA 1113 | Voice and Diction      | 3       |
|          | THEA 1513 | Stage craft                      | 3       |   | THEA 2130 | Movement I             | 2       |
|          | THEA 1541 | Theatre production lab tech      | 1       |   | THEA 2711 | Dramatic Literature    | 1       |
|          | THEA 1713 | Script Analysis                  | 3       |   | THEA 1223 | Stage Make-Up          | 3       |
|          | UNIV 1000 | First Year Seminar               | 1       |   | DANC 2120 | Tap Dance II           | 1       |
|          | LM 1010   | Information Literacy             | 1       | 1 |           | General Ed. (CS 1000)  | 6       |
|          | MUSC 1400 | Applied Voice                    | 1       | 1 |           |                        |         |
|          |           | General Ed.                      | 3       | 1 |           |                        |         |
|          |           | Total                            | 16      |   |           | Total                  | 16      |

| Year      | Dept.     | Course Fall Semester           | credits | Dept.     | Course Spring Semester         | credits |
|-----------|-----------|--------------------------------|---------|-----------|--------------------------------|---------|
| Sophomore | THEA 2033 | Acting II                      | 3       | MUSC 1140 | Sight Sing/Ear Training        | 1       |
|           | MUSC 1130 | Sight Sing/Ear Training        | 1       | THEA 2711 | Dramatic Literature            | 1       |
|           | THEA 2711 | Dramatic Literature            | 1       | MUSC 1120 | Music Theory II                | 3       |
|           | MUSC 1110 | Music Theory I                 | 3       | DANC 2070 | Dance for Musical theatre      | 2       |
|           | THEA 2203 | Costume Construction           | 3       | THEA 3541 | Theatre Production Lab: Tech I | 1       |
|           | THEA 2541 | Theatre Production Lab costume | 1       | MUSC 2400 | Applied Voice                  | 1       |
|           | THEA 2400 | Applied Voice                  | 1       |           | General Ed.                    | 6       |
|           |           | General Ed.                    | 4       |           |                                |         |
|           |           | Total                          | 17      |           | Total                          | 15      |

| Year   | Dept.     | Course Fall Semester              | credits | Dept.     | Course Spring Semester | credits |
|--------|-----------|-----------------------------------|---------|-----------|------------------------|---------|
| Junior | THEA 3133 | Acting Styles II: Musical Theatre | 3       | THEA 3613 | Directing I            | 3       |

| DANC 2150 | Classical Ballet III | 2  | THEA 3131 | Professional Aspects of | 1  |
|-----------|----------------------|----|-----------|-------------------------|----|
|           |                      |    |           | Theatre                 |    |
| THEA 3713 | Theatre History I    | 3  | THEA 3123 | Acting Styles I         | 3  |
| MUSC 3400 | Applied Voice        | 1  | DANC 2080 | Dance Improvisation     | 1  |
| THEA 4203 | Theatre Aesthetics   | 3  | THEA 4123 | Movement II             | 3  |
|           | General Ed.          | 4  | MUSC 3400 | Applied Voice           | 1  |
|           |                      |    |           | General Ed.             | 6  |
|           | Total                | 16 |           | Total                   | 18 |

| Year   | Dept.     | Course Fall Semester              | credits | Dept.     | Course Spring Semester          | credits |
|--------|-----------|-----------------------------------|---------|-----------|---------------------------------|---------|
| Senior | THEA 3133 | Acting Styles II: Musical Theatre | 3       | DANC 2090 | Jazz II                         | 2       |
|        | THEA 3131 | Professional Aspects of Theatre   | 1       | THEA 4751 | Capstone                        | 1       |
|        | THEA 4541 | Theatre Production Lab: Tech II   | 1       | THEA 3131 | Professional Aspects of Theatre | 1       |
|        | THEA 4140 | Rehearsal & Performance           | 3       | MUSC 4400 | Applied Voice                   | 1       |
|        | THEA 3723 | Theatre History II                | 3       | THEA 4890 | Internship                      | 3       |
|        | MUSC 4400 | Applied Voice                     | 1       |           | Free Electives                  | 4       |
|        |           | Free Electives                    | 3       |           |                                 |         |
|        |           | Total                             | 15      |           | Total                           | 12      |

| Grand Total | 125 |
|-------------|-----|
|             |     |

## Theatre Design & Technology Emphasis Schedule

| Year     | Dept.     | Course Fall Semester        | credits | Dept.     | Course Spring Semester | credits |
|----------|-----------|-----------------------------|---------|-----------|------------------------|---------|
| Freshmen | THEA 1033 | Acting 1                    | 3       | THEA 1113 | Voice and Diction      | 3       |
|          | THEA 1513 | Stage craft                 | 3       | THEA 2711 | Dramatic Literature    | 1       |
|          | THEA 1541 | Theatre production lab tech | 1       | THEA 2532 | Design analysis        | 3       |
|          | THEA 1713 | Script Analysis             | 3       | THEA 1223 | Stage Makeup           | 3       |
|          | UNIV 1000 | First Year Seminar          | 1       |           | General Ed. (CS 1000)  | 6       |
|          | LM 1010   | Information Literacy        | 1       |           |                        |         |
|          |           | General Ed.                 | 3       |           |                        |         |
|          |           | Total                       | 15      |           | Total                  | 16      |

| Year      | Dept.     | Course Fall Semester           | credits |
|-----------|-----------|--------------------------------|---------|
| Sophomore | THEA 2203 | Costume Construction           | 3       |
|           | THEA 2541 | Theatre Production Lab costume | 1       |
|           | THEA 2523 | Drafting for the Theatre       | 3       |
|           | THEA 2553 | Scene Painting                 | 3       |

| Dept.     | Course Spring Semester | credits |
|-----------|------------------------|---------|
| THEA 2711 | Dramatic Literature    | 1       |
| THEA 3573 | Sound design           | 3       |
| THEA 4333 | Technical Direction    | 3       |
| THEA 3131 | Professional Aspects   | 3       |

|  | General Ed. | 6  |  | General Ed. | 6  |
|--|-------------|----|--|-------------|----|
|  |             |    |  |             |    |
|  |             |    |  |             |    |
|  | Total       | 16 |  | Total       | 16 |

| Year   | Dept.     | Course Fall Semester          | credits | Dept.     | Course Spring Semester      | credits |
|--------|-----------|-------------------------------|---------|-----------|-----------------------------|---------|
| Junior | THEA 3563 | Scene Design                  | 3       | THEA 4540 | Theatre Production lab tech | 1       |
|        | THEA 3713 | Theatre History I             | 3       | THEA 3723 | Theatre History II          | 3       |
|        | THEA 3013 | Stage Management              | 3       | THEA 3533 | Costume design              | 3       |
|        | THEA 3541 | Theatre Production Lab Tech I | 1       | THEA 3553 | Lighting design             | 3       |
|        |           | General Ed.                   | 6       |           | General Ed.                 | 6       |
|        |           |                               |         |           |                             |         |
|        |           | Total                         | 16      |           | Total                       | 16      |

| Year   | Dept.     | Course Fall Semester        | credits | Dept.     | Course Spring Semester  | credits |
|--------|-----------|-----------------------------|---------|-----------|-------------------------|---------|
| Senior | THEA 3571 | Portfolio                   | 1       | THEA 4751 | Capstone                | 1       |
|        | THEA 3323 | Stage craft II              | 3       | THEA 4513 | Theatrical Technologies | 3       |
|        | THEA 3613 | Directing I                 | 3       | THEA 4890 | Internship              | 3       |
|        | THEA 4203 | Theatre Aesthetics          | 3       | THEA 2711 | Dramatic Literature     | 1       |
|        | THEA 4540 | Theatre Production Lab tech | 1       |           | Free Electives          | 8       |
|        |           | Free Electives              | 3       |           |                         |         |
|        |           |                             |         |           |                         |         |
|        |           | Total                       | 14      |           | Total                   | 16      |

| Grand Total | 125 |
|-------------|-----|

#### Appendix C: Faculty

## PETER SHAM sham@suu.edu

Current Rank: Assistant Professor, Associate Chair/Director of Theatre, Department of Theatre Arts and Dance Qualifications: (Degree & Area of Expertise): M.F.A. (University of Delaware/P.T.T.P.) Acting

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

THEA 1033 Acting I, THEA 3113 Acting II, THEA 3613 Directing I, THEA 4113 Acting Styles III: Shakespeare, THEA 3133 Acting Styles II: Music Theatre, THEA 3131 Professional Aspects of Theatre, THEA 3613 Directing II, THEA 3611 Directing II Lab, THEA 4123 Acting Styles IV: Studio Intensive Masks, THEA 2140 & 4140 Rehearsal and Performance.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Wrote the book and lyrics for Lend Me A Tenor: The Musical, based on the play by Ken Ludwig, which
  celebrated its world premiere summer 2007 at the Tony Award winning Utah Shakespearean Festival.
  Workshop, out-of-town tryouts and Broadway run pending 2009.
- Principal actor with the Utah Shakespearean Festival for 11 seasons between 1993-present. Regional actor for over 30 years, have appeared at Milwaukee Rep, Asolo Theatre Company, Studio Arena Theatre, Perry Street Theatre (off-Broadway), Artpark, Yale, and many others.
- Directed recent SUU productions Henry V and Shooting Stars. Have directed over 75 plays, musicals and revues along the East Coast and West. Highlights include directing the first regional premieres of Little Shop of Horrors and 'night Mother, 1984-present.
- Book and lyricist for the musicals Toyland, It's A Dog's Life: Man's Best Musical and Waxworks; author of the plays A Christmas Carol: On The Air, Twinkle, Twinkle, "Killer" Kane (with William Peter Blatty "The Exorcist"), and Moby Dick.
- Visiting Assistant Professor of Theatre for University of Nevada, Las Vegas, Spring 2003. Adjunct Professor of Acting and Guest Director for Elon University, NC, 1997-2000.
- Served as Artistic Director for Eichelberger Performing Arts Center, an historic, 800 seat, non-profit theatre in Hanover, PA, 2000-2002. Founded and served as executive director for the Academy at EPAC. Presented national acts, including *Marvin Hamlisch in Concert* (Academy, Tony & Grammy Award winning composer of *A Chorus Line*), and *Rhonda Vincent & The Rage* (Grammy Award Winner-Best Female Bluegrass Vocalist), and many others.
- Served as Artistic Director for Bristol Valley Playhouse in Naples, NY, 1988-1990. Suffering from 26% attendance the season before and about to close its doors, Bristol Valley experienced an attendance jump of between 76-82% during my tenure, rescuing the theatre from chapter eleven. They're known today as Bristol Valley Theater and recently celebrated their 43rd season.

#### MOST RECENT PROFESSIONAL DEVELOPMENT, AWARDS, AFFILIATIONS OR RECOGNITION

- 2007 nominee, Thunderbird Award, outstanding educator.
- Active member of Dramatists Guild of America.
- Member of Actor's Equity Association since 1984.
- 1995 recipient of the Michael & Jan Finlayson Award for Acting

- Associate Chair/Director of Theatre, Department of Theatre Arts and Dance, 2007-present.
- Advisor for student theatre group, Stage 2, 2006-2007.
- Chair, Department of Theatre Arts and Dance Season Selection Committee, 2007.
- Member of Department of Theatre Arts and Dance Curriculum Committee, 2007.
- Member, Undergraduate Research Committee, 2006-present.
- Member, Peer Review Committee, 2006.

#### CHRISTINE FREZZA

#### frezza@suu.edu

Current Rank: Assistant Professor

Qualifications (Degree & Area of Expertise):

- Ph.D. (University of Pittsburgh) Theatre History and Aesthetics
- M.F.A. (University of Victoria, CANADA) Acting and Directing
- B.Mus. (University of Victoria, CANADA) History and Composition

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

DANC 3010 Form and Rhythmic Analysis for Dancers, PVA 1040 Arts Retrospective THEA 1010 Inside the Art of Theatre, , THEA 1033 Acting I (for non-majors), THEA 1713 Script Analysis, THEA 3713 Theatre History I, THEA 3723 Theatre History II, THEA 4640 Plays of Today, THEA 4751 Capstone.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY (SELECTION)

- 2007-2008 Co-chair, Pedagogy symposia, American Theatre in Higher Education
- 2006-2008 Co-Chair, Pedagogy symposia, Mid-America Theatre Conference
- 2006 ATHE Presentation: "Articulation and Self-Assessment of the Undergraduate Senior Project"
- 2006 MATC Presentation: "So Many Plays, So Little Time"
- 2005 MATC Presentation: "Student Self-Assessment of the Theatre Project"
- 2004 Women's Conference, Southern Utah University Paper presented; "Women in Theatre How Far Have We Come?"
- 2006 Utah Shakespearean Festival Music Composer: Score for Antony and Cleopatra,
- 2005 USF Music Composer: Scores for Dr. Faustus, Love's Labor's Lost, A Midsummer Night's Dream
- Compositions for Shakespeare Goes Chamber and Shakespeare in Music, SUU Music Dept.
- 2004 USF Music Composer: Scores for Taming of the Shrew, Winter's Tale, Henry IV, Part One
- 2003 USF Music Composer: Scores for Measure for Measure, Much Ado About Nothing, Richard III, Servant
  of Two Masters
- 2003 University of Pittsburgh Commissioned score for Much Ado About Nothing
- 2002 USF Music Composer: Scores for As You Like It, Cymbeline, Othello

#### MOST RECENT UNIVERSITY SERVICE ACTIVITY (SELECTION)

#### **University Committees**

- President, Faculty Senate 2007-2008
- Co-Chair, Provost Search Committee 2007-2008
- Screening Committee for Vice-President of Student Services (2007 ad hoc)
- Distinguished Faculty Lecture Committee (2005-2008)
- University Institutional Review Board (non-research representative) (2004-2007)

#### **CPVA Representative for:**

Southern Utah University Press (2001-2007)

#### **Department Committees and Responsibilities:**

- Assessment Committee (2005-present)
- Chair, Peer Review Committee (2006-present)
- Faculty Advisor Alpha Psi Omega (Theatre Honor Society) (Term: 2004-2007)

#### Professional memberships

- American Theatre in Higher Education (ATHE) since 2002; Pedagogy Symposia Co-Chair (Term: 2008-2009)
- Mid-America Theatre Conference (MATC) since 2003; Pedagogy Symposia Co-Chair (Term: 2006-2008)

## RICHARD BUGG bugg@suu.edu

Current Rank: Associate Professor

Qualifications (Degree & Area of Expertise): M.F.A. in Acting - National Theatre Conservatory

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

THEA 1033 Acting I, THEA 3113 Intermediate Acting, THEA 1113 Voice & Diction, Acting Styles IV: Shakespeare Acting Styles: Classics, Intro to Film

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Respondent at Kennedy Center American College Theater Festival Regional Festivals 2,3,4,6,7
- Chair of Kennedy Center American College Theater Festival Region 8
- Founder/Executive Director of The Neil Simon Festival a professional summer theatre
- Workshop presenter at KCACTF Regions 3 and 6
- Actor in several films for television and for the LDS church
- Industrial voice-over work
- Webmaster KCACTF Region VIII

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Best Contribution to the Arts Award Cedar City Chamber of Commerce
- The Kennedy Center Medallion of Excellence in Theatre Education
- Inducted as a KCACTF Region 8 Fellow for Distinguished Achievement in Service to Theatre Education
- Workshop presenter at the Colorado Thespian Society
- SUU Honors Lecture Form Will Set You Free
- Original poem recognized and performed on National Radio Program
- The Alexander Technique Workshop (attendee) The Alexander Institute
- Directed various departmental productions
- Directed various productions for the Neil Simon Festival

- College LRT Committee Chair
- Department Curriculum Committee Chair
- Department Season Selection Committee
- University Journal Advisory Panel
- Honors Committee
- Sterling Scholar Adjudicator
- Christmas Readings various faculty Christmas parties
- Sponsored (through Neil Simon Fest) children's theatre courses in Enoch & St. George
- Sponsored (through Neil Simon Festival) An African Christmas at Dixie College
- Host of local cable news and interview show The Rick & Tammy Show
- Adjudicator of High School Drama meets 2000-2005
- Helped develop scripts (through Neil Simon Festival) for the City's Himmelsk Festival
- Lectured at Chamber of Commerce Luncheon The Arts in Our Community
- Annual reading of Christmas Stories on KSUB
- Member of Master Singer
- Frequent Holiday readings throughout the community
- Storyteller at Library and at the grade schools

## T. ANTHONY MAROTTA marotta@suu.edu

Current Rank: Assistant Professor, Theatre Arts
Qualifications (Degree & Area of Expertise):
M.F.A. (University of Tennessee) Performance

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

- THEA 1033 Acting I for Majors
- THEA 1033 Acting I for Non-Majors
- DANC 2130 Movement for Actors
- THEA 3113 Acting II
- THEA 3133 Acting Styles II: Musical Theatre
- THEA 3131 Professional Aspects: Audition Prep
- THEA 3131 Professional Aspects: Stage Combat
- THEA 4123 Acting Styles IV: Studio Intensive Mask
- THEA 4980 Student Teaching
- PVA 1040 Arts Retrospective

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Performer/Writer for the Red Nose Writing Performance, Boulder, CO
- Directed the youth production of *Little Prince(French)*, Concordia Language Villages, France
- Lead an intensive Commedia Dell'Arte Workshop, Pasadena, CA
- Playwright/Producer/Director/Mask maker for Unopened Gift, London, England
- Master's Thesis and Performance: The Sagittal of the Role, a human interface

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Society of American Fight Directors: Single Sword Actor-Combatant Certification
- Participated Texas Stage Combat Intensive; Houston, Texas
- Participated in the Red Nose Personal Clown Workshop, Boulder, CO

#### MOST RECENT CAMPUS AND COMMUNITY SERVICE ACTIVITY

High School Shakespeare Competition: Adjudicator

#### SHAUNA MENDINI

#### mendini s@suu.edu

Current Rank: Associate Professor, Chair, Department of Theatre Arts and Dance Qualifications (Degree & Area of Expertise): M.A. (University of Arizona) Dance

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

DANC 1010 Inside the Art of Dance, DANC 1040 Arts Retrospective, DANC 2160 Modern Dance III, DANC 2180 Modern Dance IV, DANC 3500 Dance History, DANC 3530 Principles of Choreography, DANC 3900 Creative Movement for Children, DANC 4900 Methods in Dance Education, DANC 4980 Student Teaching.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Performed with the American Folk Ballet during the 2002 Cultural Olympiad, Capitol Theatre, Salt Lake City,
  Utah, as part of the 2002 Winter Olympics. Performed as a company member for over 20 years with
  performances on both a national and international level. The 1991 tour to Russia was the topic of *Distant Dance*, produced for PBS.
- Performed with the American Folk Ballet as part of the 2002 SUU Convocation Lecture Series, and the Cedar City Music Arts Concert Series
- External Program Review, Visitor's Report, University of Nevada, Las Vegas, Department of Dance, 2005
- Presented A Workshop in Renaissance Dance, Utah Shakespearean Festival 2005
- Choreographer for the Department of Theatre Arts and Dance productions of A Chorus Line, 2003, Our Country's Good, 2005, How to Succeed in Business: Without Really Trying, 2007. Choreographer for the Department of Music's Production of Susannah, 2004.
- Choreographed, directed, and/or performed in the annual Faculty Dance Concert produced by the
  Department of Theatre Arts and Dance. 1994-present (In 1995 and 1997 choreography created for the
  faculty concert was adjudicated at the Southwest Regional American College Dance Festival, both works
  were selected as part of the Gala Concert)
- Site evaluator for the National Association of Schools of Dance

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY. AWARDS OR RECOGNITION

- 2001 Distinguished Educator Award
- Awarded a 2002 National College Choreography Initiative Grant, \$10,000. Project Coordinator for the recreation of Jose Limon's *There is a Time* on SUU students.
- Southern Utah University's representative at the National Association of Schools of Dance annual meeting.
- Attended Southwest American College Dance Festivals, 2001, 2004
- Participated in the National Dance Educators Association workshop: Teachers in Action—Investigating and Documenting Experiences in Dance. 2005

- Chair, Department of Theatre Arts and Dance, 2004-present
- Associate Chair, Department of Theatre Arts and Dance, 1994-2004
- Equity, Welfare, and Sportsmanship Subcommittee for NCAA Re-Certification 2004-05
- CPVA Representative on the Undergraduate University Curriculum Committee, 2003-present
- Chair, General Education Sub-committee, 2004-present
- Member of the Accreditation Steering Committee, prepared response for Standard 8, 2001-03
- Chair, NASD Accreditation Committee. Prepared the NASD Self-Study Report, Optional Response, and Progress Report that resulted in SUU becoming an accredited member with the Association, 2004-present

## KAY ANDERSEN anderson@suu.edu

Current Rank: Associate Professor

Qualifications (Degree & Area of Expertise): M.A. Performance/Choreography - New York University

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

DANC 1010 Inside the Art of Dance, DANC 1170 Social Dance, DANC 1200 Modern Dance I, DANC 1580 Tap I, DANC 2080 Improvisation, DANC 2120 Tap II, DANC 3120 Tap III, DANC 3160 Modern Dance V, DANC 3180 Modern Dance VI, DANC 3510 Composition, DANC 3530 Principles of Choreography, DANC 4300, DE

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Choreography, Direction and Performance of five consecutive Faculty Dance Concerts.
- Choreography for USF's World Premiere of, Lend Me A Tenor: The Musical.
- Choreography for USF's production of, *The Fantasticks*.
- Invited presenter at the International Nikolais/Louis Legacy Workshop, July 24-August 11, 2006, Salt Lake City, Utah. Responsibilities at workshop include: modern dance technique, repertory class, and directorship of student performance
- Two Fall residencies in the Netherlands in conjunction with National Dance Week. The residency consisted of daily tap technique classes as well as choreography for workshop students.
- Two summers invited teacher at the Ririe/Woodbury Move-It Dance Workshop. I taught daily tap dance, improvisation, and modern dance technique classes.
- Three summer residencies at New Mexico State University, Las Cruces, New Mexico. The residency consisted of daily technique classes and choreography for the Dancers Company.
- Five summer residencies in Mexico City, Mexico, Ema Pulido's Studio Profesional de Danza, and Instituto Nacional de Bellas Artes. Residencies included tap dance, modern dance, improvisation and choreography classes. Choreographed three ballets for the resident company, San Juan de Letran, guest performer with the company summer of 2005.
- Choreographed for the Idaho Falls Youth Art Centre's production of, Children of Eden. Residency consisted of daily jazz classes.
- Choreography was selected and adjudicated at the American College Southwest Region in Long Beach, California. Presented a
  modern dance technique class at the festival.
- Choreography was selected and adjudicated at the American College Southwest Region in Scottsdale, Arizona. Presented a modern dance technique class at the festival.
- Performed with the American Folk Ballet, Winter Olympics, 2002, Cultural Olympiad performances, Capital Theatre, Salt Lake City, Utah.
- Performed solo titled, Come Fly With Ema Pulido, Teatro de las Artes, Mexico City, Mexico. Government sponsored performance recognizing Ema Pulido, Life Achievement in Dance.
- Performed in the Department of Theatre Arts and Dance production, A Chorus Line.
- Choreography was selected and adjudicated at the American College Northwest Region, Salt Lake City, Utah. Presented a modern dance technique class at the festival.
- Choreography was selected for performance at the Community College of Southern Nevada Performing Arts Department sixth and seventh annual Dance in the Desert Festival, Las Vegas, Nevada.

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Attended Bill Evans Teachers Intensive workshop at Butler University, Indiana, and New Mexico State University, Las Cruces, New Mexico. Workshops consisted of daily modern technique, improvisation, tap, jazz, composition and repertory classes.
- Annual tap dance and modern dance workshops, Broadway Dance Center, New York City, New York.
- Annual participation at American College Dance Festival taking a variety of technique and creative based classes.
- 2001 Thunder Bird Award, "Professor of the Year".
- Two Provost Faculty Development Grants.

#### MOST RECENT CAMPUS AND COMMUNITY SERVICE ACTIVITY

University: Faculty Recruitment and Retention Committee

Graduation Convocation Committee (co-chair representing CPVA with Dr. Virginia Stitt)

Academic Standards and Admissions Review Board Committee

Staff Association Board, Faculty Representative

Faculty Senate

Faculty Senate Distinguished Lecturer Committee Faculty Senate Post Tenure Review Committee

Department: Search Committee for new faculty dance position, Evaluation Committee, Production Selection Committee, Theatre Arts

and Dance LRT Committee, Art LRT Committee, Music LRT Committee, NASD Committee, Curriculum Committee, Dance Scholarship Committee, Student Reviews and Juries Committee, Student Handbook Committee, ACDFA Committee,

Orchesis Modern Dance Club Advisor

Community: Cedar City Music Arts Board Member, Performances with the American Folk Ballet, Performances at Cedar City grade

schools, Annual performances with the Cedar City Junior Ballet Company

State: Utah Arts Council Dance Panel Member

## LOUIE (PAUL) C. OCAMPO ocampo@suu.edu

Current Rank: Assistant Professor

Qualifications (Degree & Area of Expertise):

- M.F.A. (The Ohio State University) Dance
- B.S. (University of the East, Manila, Philippines) Foods and Nutrition

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

DANC 1010 Inside the Art of Dance, DANC 1100 Classical Ballet I, DANC 1200 Modern Dance I, DANC 1500 Jazz I, DANC 1550 Folk and Cultural Dance, DANC 2130 Movement for Actors, DANC 2150 Classical Ballet III, DANC 2160 Modern Dance III, DANC 2170 Classical Ballet IV, DANC 2180 Modern Dance IV, DANC 3090 Jazz III, DANC 3150 Classical Ballet V, DANC 3170 Classical Ballet VI, DANC 4160 Advanced Modern Dance, DANC 4300 Dance Ensemble

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Performed and Choreographed with the Ballet Philippines (1985-1990) and with Singapore Dance Theatre (1990-1999) in the countries of Philippines, Australia, Singapore, Indonesia, Malaysia, Japan, Taiwan, Korea, China, Russia, Latvia, Slovakia, Ukraine, and Germany
- Performed, Produced and Choreographed Bridging Bridges: A Celebration Linking Cultures Through Dance. A duet concert with Chien-Ying Wang, former member of Repertory Dance Theatre; at the Leona Wagner Black Box Theatre, Salt Lake City, Utah, June 1-2, 2007. Presented by RDT's Link Series with the support of the Utah Arts Council, Salt Lake City Arts Council, National Endowment of the Arts, Zoo, Arts and Parks, SUU College of Performing and Visual Arts and SUU Theatre Arts and Dance.
- Performed with Meredith Monk and Anne Hamilton, Mercy, Columbus, Ohio, 2001.
- Performed with Repertory Dance Theatre in Cedar City, Salt Lake City, Utah and Crested Butte, Colorado. 2003, 2004, and 2005.
- Presented a Lecture-Demonstration at the Nanyang Academy of Fine Arts, Singapore An Overview of Philippine Folk and Traditional Dance, 2002.
- Presented a Workshop in Philippine Folk Dance, Utah High School Dance Competition, Utah Valley State College, 2007.
- Choreographer for the Department of Theatre Arts and Dance production of Henry V, Directed by Peter Sham, Adams Shakespearean Theatre. 2007.
- Choreographed for National Taiwan University of the Arts, Annual Faculty Dance Concert, 2005.
- Created a Commissioned Work A Tribute to Maestro Lucio San Pedro, Cultural Center of the Philippines, 2001.
- Choreographed and performed in the annual Faculty Dance Concert produced by the Department of Theatre Arts and Dance. 2003-present. (In 2007 choreography created for the faculty dance concert was adjudicated at the Northwest Regional American College Dance Festival).
- Attended workshop and guest taught (with Joes Alegado) at the ImPulsTanz Vienna International Dance Festival, Austria, 2001 and 2004.
- Certified Labanotation Teacher Dance Notation Bureau Extension at The Ohio State University, 2002.

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- National Arts Council's 1998 Young Artist Award (Dance), Singapore.
- Awarded 2007 SUU Provost's Faculty Development Grant, \$2,300.00; 2006 Utah Arts Council Professional Artist Grant, \$1,000.00; 2002 Alumni Grants for Graduate Research and Scholarship (AGGRS), \$2,000.00
- Attended Southwest and Northwest Regional Conferences American College Dance Festival (2004, 2005, 2006, 2007)
- Participated in the Utah Dance Education Organization workshop Reactivate and Advocate, Brigham Young University, November 2006.

- Member, Department Curriculum Committee
- Member, Production Season Selection Committee
- Chair, Faculty Incentive Grant Committee, 2005
- Member, UGRASP Committee
- Senator, Faculty Senate, 2004-2005
- Member, Charitable Giving Policy Committee, 2007-present.

#### **CHIEN-YING WANG**

#### wang@suu.edu

Current Rank: Assistant Professor Qualifications (Degree & Area of Expertise):

> M.F.A. (The Ohio State University) Dance B.F.A. (Northern Illinois University) Dance A.A. (National Taiwan Academy of Arts) Dance

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

DANC 1100 Classical Ballet I, DANC 1130 Classical Ballet II, DANC 1200 Modern Dance I, DANC 3150 Classical Ballet V, DANC 3450 American Character Ballet, DANC 4300 Dance Ensemble

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Performed and Choreographed with Join Dance Company (1994-1995), with Taipei Ballet Company (1996-1997) and with Repertory Dance Theatre (2002-2007) in the countries of Taiwan and United States (States of California, Washington, Montana, Nevada, Utah, Colorado, Oregon, Idaho, and Wyoming)
- Performed, Produced and Choreographed Bridging Bridges: A Celebration Linking Cultures Through
  Dance. A duet concert with Paul C. Ocampo, Assistant Professor of Southern Utah University; at the
  Leona Wagner Black Box Theatre, Salt Lake City, Utah, June 1-2, 2007. Presented by RDT's Link
  Series with the support of the Utah Arts Council, Salt Lake City Arts Council, National Endowment of the
  Arts, Zoo, Arts and Parks, SUU College of Performing and Visual Arts and SUU Theatre Arts and Dance
- Presented a Workshop in Modern Dance, Utah High School Dance Competition, Utah Valley State College, 2007
- Guest taught and Choreographed for National Taiwan University of the Arts, Annual Faculty Dance Concert, 2005
- Guest Choreographed for Southern Utah University, Faculty Dance Concert, 2003 and 2005
- Directed and edited Video Work for *Bridging Bridges*, 2007
- Directed and edited Video Work for *Postcards from Utah*, Repertory Dance Theatre, 2006
- Attended workshop at the ImPulsTanz Vienna International Dance Festival, Austria, 2004
- Certified Labanotation Teacher Dance Notation Bureau Extension at OSU, 2002
- Reconstructed the Labanotatin score of Ballet of the Nuns from Robert le Diable (1831) with Valarie Mockabee, International Council of Kinetography Laban Conference, Ohio, 2001
- Assistant of Dance Notation Bureau with Sheila Marion, The Ohio State University, Columbus, Ohio, 2001-2002

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Awarded 2006 Salt Lake City Council-City Arts Grant: Project Support Grants, \$1,000.00
- Awarded 2002 Dance Preservation Fund, Dance Notation Bureau Extension, OSU, \$500.00
- Awarded 2001 Critical Difference for Women Professional Development, OSU, \$400.00
- Awarded Teaching Assistantship in the Department of Dance at OSU, 2000-2002
- Awarded Scholarship in Doug Varone and Dancers Summer 2000 Workshop
- Awarded University Fellowship at The Ohio State University, 1999-2000
- Host Committee Member, International Council of Kinetography Laban/Labanotation Conference, 2001

- Member, Department Curriculum Committee
- Teacher and Adjudicator, High School Shakespeare Competition, 2007
- Performed for SUU Presidential Inauguration (CPVA Gala), Sept. 19, 2007

#### MICHAEL M. HARVEY

#### harvey@suu.edu

Current Rank: Assistant Professor

Qualifications (Degree & Area of Expertise):

M.F.A. (Wayne State University) Scene Design and Theatre Technology

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

THEA Introduction to Film, THEA 2532 Design Analysis, THEA 3563 Scene Design, THEA 3571 Portfolio. At Central Lakes College, Brainerd, MN: Introduction to Theatrical Design, Technical Theatre, Lighting for the Theatre, Sound for the Theatre, Technical Theatre II, Scene Painting.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Designed Scenery and Lighting for Southern Utah University's production of Henry V
- Designed Scenery and Lighting for Southern Utah University's production of How to Succeed in Business Without Really Trying.
- Designed Scenery and Lighting for the Primedia, Inc. television series *In-Fisherman, Critical Concepts* and *North American Whitetail*
- Designed Lighting for the Primedia, Inc. television series Guns and Ammo Television, and Bowhunter Magazine Television
- Currently working on a text for producing digital portfolios for the theatre
- Scenic Designer/Lighting Designer/Scenic Artist, University of Southern Indiana, Evansville, IN, 1993–1995
- o Production Manager and Technical Director, Capital Repertory Company Albany, NY, Summer 1998
- Scenic Designer, The Theater Barn, New Lebanon, NY, Summer 1997 & 1998
- Scenic Coordinator, Opera Company of Philadelphia, PA, 1995–1996
- Production Manager/Technical Director, The New Harmony Theatre New Harmony, IN, Summer 1993 & 1994

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Presented at the 2005 USITT National conference. Digital Portfolios and Beyond. Session Chair
- Presented at the 2005 USITT National conference. Digital Swag for the Classroom. Session Chair
- Presented at the 2005 USITT National conference. Digital Multimedia Poster Session. Contributing Participant
- American College Theatre Festival. Meritorious Achievement in Scenic, Lighting and Video Design, MacBeth, 2002
- United States Institute of Theatre Technology, 1998–present
- USITT Northern Boundary Regional Section, 1998–present
- Alpha Psi Omega. Outstanding Contribution to Theatre, Elmira College, 1988–1989.

- Academic Standards Committee 2007-2008
- Theatre Arts and Dance Curriculum Committee
- Lighting Design, *Defying Gravity*, Michael T. Benson inauguration
- Utah Shakespearean Festival Young Professionals Forum

#### **ZACHARY STEVENSON**

#### stevensonz@suu.edu

Current Rank: Professional Staff Technical Director Qualifications (Degree & Area of Expertise):

- Master of Fine Arts in Technical Direction, North Carolina School of the Arts
- Bachelor of Fine Arts, Central Michigan University, Directing

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

THEA 1513 Stagecraft I, THEA 2523 Drafting for the Theatre, THEA 3323 Stagecraft II, THEA 4333 Technical Direction, THEA 4513 Theatre Technologies, THEA 1540 Production Lab, THEA 3540 Production Lab, THEA 4540 Production Lab.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- SUU Theatre Arts and Dance Technical Director, 2004-2007 Provide Technical Direction or Advisement for Theatre Arts and Dance productions. Manage Budgets for productions, develop construction plans and timelines, and coordinate all student crews. Responsibilities include construction and implementation of all design elements. Productions include: Into the Woods, Journeys, Shooting Stars, Breaking Bounds, Beyond the Horizon, The Importance of Being Ernest, Seussical the Musical, Journeys, Breaking Boundaries, Our Country's Good, Lend Me a Tenor, Oliver, Faculty Dance Concert, Wait Until Dark, Student Dance Concert, See How They Run, Diary of Anne Frank, The Merchant of Venice, Faculty Dance Concert, Susannah, the Opera, The Boys Next Door, Breaking Bounds, Caucasian Chalk Circle.
- Scenery Supervisor, Utah Shakespearean Festival, Adams Memorial Theatre, Summer 2004-2007 Estimate budget and labor for simultaneous construction of three productions. Structurally evaluate design and supplement with construction drawings for all scenic elements. Procure all materials, hardware and equipment necessary to implement and install scenery in rotating repertory. Interface with other department heads to ensure smooth implementation of all design elements. Productions include: The Taming of the Shrew, Winter's Tale, Henry IV, part 2, Hamlet, Anthony and Cleopatra, The Merry Wives of Windsor, King Lear, Twelfth Night, Coriolanus, Dr. Faustus, Romeo and Juliet, Loves Labour's Lost.

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Taught Master Class in Arena/Theatre Rigging for United States Institute for Theatre Technology Southeast Region Fall conference 2003.
- Attended United States Institute for Theatre Technology national conference 2004, 2005, 2006, 2007
- United States Institute for Theatre Technology, Intermountain Desert Region, charter member Charter established Fall 2005.
- Taught Master Class in Arena/Theatre Rigging for United States Institute for Theatre Technology Intermountain Region conference 2006.
- Developed criteria for Kennedy Center American College Theatre Festival Region VIII student award for Technical Direction.
- International Alliance of Theatrical Stage Employees local #274, Lansing MI, 1994-present.

- Panelist USF/SUU Shakespeare Competition panel on resume and portfolio building
- USF/SUU Shakespeare Competition Tech Olympics coordinator.
- Technical Coordinator for the CPVA Inauguration Week Showcase.
- Member of the SUU Presidential Inauguration Logistics committee.
- Coordinate technical elements for SUU Convocations series in Auditorium Theatre & Randall L Jones
  Theatre.
- Serve on department, college and university committees: Production Committee, (chair) Season Selection Committee, (chair) Department Handbook Committee, (chair) Department Curriculum Committee, Scholarship Committee, Scenic Design faculty search committee, Movement faculty search committee, College of Performing and Visual Arts Dean search committee, Costume Design faculty search committee, Academic Computer Users Committee.

## EARL JEROME BATTLE battle@suu.edu

Current Rank: Assistant Professor

Qualifications (Degree & Area of Expertise):

M.F.A. Boston University, Costume Design

B.S. Framingham State College, Fashion Design and Textile Science

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

THEA 1223 Stage Make-up, THEA 3533 Costume Design, THEA 2203 Costume Construction, THEA 2203 Costume Construction, THEA 2540 Costume Practicum Lab, THEA 2541 Costume Practicum Lab, THEA 4540 Costume Practicum Lab

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

#### **Costume Design:**

- Costume Designer Porgy and Bess, Logan Festival Opera Company, Logan, UT, 2007
- Costume Designer Neil Simon Festival, Neil Simon Festival, Heritage Center, Cedar City, UT, 2007
- Costume Designer Marriage of Figaro, Logan Festival Opera Company, Logan, UT, 2006
- Costume Designer, Neil Simon Festival, Heritage Center, Cedar City, UT, 2006
- Costume Designer Kismet, Logan Festival Opera Company, Logan, UT, 2005
- Clothing Designer-Military, Natick Soldier System Center, Natick, MA, 2004; Constructed and produced clothing and equipment
- worn on military personnel, Design special projects.
- Assistant Designer Children of Eden, Ford Theater, Washington, DC, 2003-2004; Assist Costume designer in various areas of producing a show, including but limited to, sourcing, administrative work, shopping, and scheduling.
- Assistant Designer 1776, Ford's Theater, Washing ton DC, 2003; Duties: Assist Costume designer in various areas of producing a show, including but limited to, sourcing, administrative work, shopping, and scheduling.
- Costume Designer Miss Evers Boys, Melting Pot theater (off-Broadway) New York, NY, 2002
- Costume Designer Jar the Floor, Alliance theater, Atlanta, GA, 2001-2002

#### **Costume Construction:**

- Draper *Porgy and Bess*, Logan Festival Opera Company, Logan, UT, 2007
- Draper Marriage of Figaro, Logan Festival Opera Company, Logan, UT, 2006
- Draper Kismet, Logan Festival Opera Company, Logan, UT, 2005
- Draper, America's Players Theater, Spring Green, WI, 2002

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY. AWARDS OR RECOGNITION

- KCACTF Region VIII, Excellence in the Area of Costume Design, Seussical The Musical, 2006
- Nomination, Faculty of the Year, National Society of Collegiate Scholars, May 2006

- Chair, Department Recruitment and Retention.
- Advisor Puppet theater club.
- Member Costume Society of America.

## KEITH M. BRADSHAW bradshaw@suu.edu

Current Rank: Associate Professor

Qualifications (Degree and Area of Expertise):

Ph.D. UNIVERSITY OF MINNESOTA SCHOOL OF MUSIC, Major: Composition

M.M. BRIGHAM YOUNG UNIVERSITY, Major: Composition

B.M. BRIGHAM YOUNG UNIVERSITY, Major: Composition/Theory

#### COURSES REGULARLY TAUGHT [LAST FIVE YEARS]

First-year tonal music theory sequence, First-year aural skills sequence, Second-year tonal music theory sequence, Second-year aural skills sequence, Composition, Form and Analysis, Orchestration, Choir, Pep Band, Music Appreciation, Music Fundamentals, Finale Notation.

#### RECENT SCHOLARLY/CREATIVE ACTIVITY

#### Compositions:

- The Ballad of Hazel and Brown, for Tenor and 2 pianos, performed on the Faculty Recital, 10/15/07 in Thorley Recital Hall, SUU.
- God, Where Art Thou? For SATB Choir, A cappella.
- The Morning Breaks, arr. for SATB Choir and Organ, Performed by the Southern Utah Heritage Choir, multiple performances.

#### RECENT PROFESSIONAL DEVELOPMENT ACTIVITY

- Directed the Southern Utah Heritage Choir in 2 concerts at the Cox Auditorium, Dixie State College, October 19 and 20, 2007
- Took the Heritage Choir on tour to the mid-west with multiple performances, Sept 27-October 4, 2007
- Directed the Heritage Choir in a fireside in conjunction with the Utah Senior Games.
- Directed a community choir in the commemoration of the Mountain Meadows Massacre in September, 2007.
- Played marimba in Faculty Recital, 10/15/07

#### RECENT CAMPUS AND COMMUNITY SERVICE

- Chair, Department of Music, 2006-present
- Chair, Piano Faculty Search Committee, Spring 2007.
- Member of the College Curriculum Committee 2006-present
- Directed a community choir in the commemoration of the Mountain Meadows Massacre in September, 2007.
- Directed the Heritage Choir in a fireside in conjunction with the Utah Senior Games.
- Fund Raising for Student Scholarships in Music, in conjunction with other music faculty.
- As required for NASM Accreditation, hosted site visit, and submitted a reply to visitors report. Music Department received accreditation.

#### **BRAD CARROLL**

#### bradcarroll@mac.com

Current Rank: Adjunct Professor/Artist in Resident

#### **COURSES REGULARLY TAUGHT [LAST FIVE YEARS]**

THEA 3131 Professional Aspects of Theatre, THEA 3133 Acting Styles II: Music Theatre.

#### MOST RECENT SCHOLARLY/CREATIVE ACTIVITY

- Director/Choreographer for the Tony Award winning Utah Shakespearean Festival: HMS Pinafore, Johnny Guitar, Camelot, Spitfire Grill, 1776, Man of La Mancha, A Christmas Carol: On the Air.
- Other recent Director/Choreographer credits: Into the Woods (Southern Utah University), The Mikado (Anchorage Opera), La Cenerentola (Utah Festival Opera)
- Director: The Mousetrap (Utah Shakespearean Festival), Leading Ladies, Private Lives (Phoenix Theater), Marisol (University of Illinois, Urbana-Champaign)
- Composer: Measure For Measure (Idaho Shakespeare Festival, Great Lakes Theatre Festival), King Lear (Idaho Shakespeare Festival), Timon of Athens (UC Santa Barbara), As You Like It (Shakespeare Festival) of St. Louis, Great Lakes Theatre Festival)
- World Premieres: Lend Me A Tenor The Musical (Composer/Orchestrator Utah Shakespearean Festival, 2007), Cio Cio San (Composer/Orchestrator Hot Springs Music Festival, 2005), Destiny at Star Rock Cave (Composer, Co-lyricist Roosevelt University, Chicago, 2005), A Christmas Carol: On the Air (Co-Creator Utah Shakespearean Festival, 2004), The Emperor's New Clothes (Book, Music, Lyrics commissioned: Shakespeare Santa Cruz, 2003)
- Creative Consultant (Writer, Director, Musical Arranger Walt Disney Entertainment, Tokyo)

#### MOST RECENT PROFESSIONAL DEVELOPMENT ACTIVITY, AWARDS OR RECOGNITION

- Artistic Associate PCPA Theaterfest, Santa Maria, CA (2002)
- Resident Artist/Faculty PCPA Theaterfest 1985-1997
- Roosevelt University, Chicago Guest Artist/Master Classes, Musical Theatre Performance
- Member: Society of Stage Directors and Choreographers; The Dramatists Guild of America

- High School Shakespeare Competition Adjudicator (Utah Shakespearean Festival)
- Private Vocal Coach (SUU students)

#### MEMORANDUM

May 21, 2008

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Bachelor of Music with Emphases in Instrumental

Performance, Piano Pedagogy, and Vocal Performance, Effective Fall, 2008 -

Action Item

#### Issue

Southern Utah University requests approval to offer a Bachelor of Music Degree with three emphases: instrumental performance, piano performance and vocal performance effective Fall semester 2008. This program has been approved by the institutional Board of Trustees on February 8, 2008.

#### Background

Currently, SUU offers the Bachelor of Arts in Performance and the Bachelor of Science in Music Education, both liberal arts degrees and suitable for the generalist. SUU's music accreditor, the National Association of Schools of Music (NASM), found the current SUU BA degree to lie between the liberal arts BA and the professional BM degree. SUU strengthened its liberal arts focus and now is proposing the professional degree (BM). The core curriculum will be the same with additional course work in pedagogy, diction, music literature and keyboard studies. These additions will meet the standard for 'professional musician,' as determined by NASM, which includes broad knowledge of music and music literature, the ability to integrate musical knowledge and skills, sensitivity to musical styles, and insight into intellectual and cultural life. The BM is expected to prepare students for professional careers and graduate education. Currently, the BM is offered by the University of Utah, Utah State University and Weber State University. The program will be 120 hours. The proposed degree fits with SUU's mission and the consultants' report on programs that should be offered in the region based on the strengths of the institution.

SUU has nine full-time faculty and 19 adjunct faculty to teach the various studio courses. As the program grows, additional adjuncts may be required. SUU demonstrated student interest in the

BM. Program funding will come from reallocated student tuition, applied lesson fees and savings made through revisions of the BA degree in Music. The current budget is not negatively impacted.

#### Policy Issues

USHE institutions offered general support. The University of Utah supports the program and asked why the change to the BM was not done 20 years ago.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review the request from Southern Utah University to offer the Bachelor of Music with Emphases in Instrumental Performance, Piano Pedagogy, and Vocal Performance, raise questions, and, if satisfied, approve the request.

David L. Buhler, Interim Commissioner

DLB/PCS Attachment

# Academic, Career and Technical Education, and Student Success Committee Action Item

Request to Offer a Bachelor of Music with Specialization in Instrumental Performance, Piano Pedagogy, and Vocal Performance

Southern Utah University

Prepared for: David L. Buhler by Phyllis C. Safman

May 21, 2008

#### **SECTION I: The Request**

Southern Utah University (SUU) requests approval to offer a Bachelor of Music Degree with three emphases: instrumental performance, piano performance and vocal performance effective Fall semester 2008. This program has been approved by the institutional Board of Trustees on February 8, 2008.

#### **SECTION II: Program Description**

The Bachelor of Music Degree is the professional undergraduate degree in Music. Students enrolled in professional undergraduate degrees are expected to develop the knowledge, skills, and concepts essential to the professional musician. According to National Association of Schools of Music (NASM) guidelines, the professional musician must exhibit not only technical competence, but also broad knowledge of Music and Music literature, the ability to integrate musical knowledge and skills, sensitivity to musical styles, and an insight in intellectual and cultural life.

The Department of Music currently offers programs leading to a Bachelor of Arts (BA) in Performance and Bachelor of Science (BS) in Music Education. In 2006, the Music Department completed the re-accreditation process through the National Association of Schools of Music (NASM). According to the NASM report SUU's current BA degree lies somewhere between the liberal arts degree (BA) and the professional degree (BM). The Music Department has revised the curricular requirements for the BA degree in Music to comply with NASM standards and represent the liberal arts focus of the degree.

The core of the proposed BM degree will consist of courses currently offered in the BA degree. New courses in pedagogy, diction, music literature, and keyboard studies will be added to fulfill the requirements in each area of emphasis. The BM degree will require 120 credit hours to complete.

According to NASM, professional degree programs normally adhere to the following guidelines: Study in the major area of performance, including ensemble participation, pedagogy courses, independent study, and recitals should comprise 25-35 percent of the total program. Supportive courses in Music and general studies should each comprise 25-35 percent. Studies in the major area should comprise at least 65 percent of the curriculum. The proposed degree uses NASM standards to determine its curricular structure.

| Instrumental Emphasis     | Credits | Percent | Piano Emphasis            | Credits | Percent |
|---------------------------|---------|---------|---------------------------|---------|---------|
| General studies           | 41-42   | 34-35%  | General studies           | 37-38   | 31-32%  |
| Major Area of Performance | 39      | 33%     | Major Area of Performance | 44      | 37%     |
| Supportive Music Courses  | 39-40   | 32-33%  | Supportive Music Courses  | 38-39   | 31-32%  |
| Major and Supporting      | 78-79   | 65-66%  | Major and Supporting      | 78-79   | 68-69%  |
| Total:                    | 120     |         | Total:                    | 120     |         |
| Vocal Emphasis            |         |         |                           |         |         |
| General studies           | 37-38   | 31-32%  |                           |         |         |
| Major Area of Performance | 43      | 36%     |                           |         |         |
| Supportive Music Courses  | 39-40   | 32-33%  |                           |         |         |
| Major and Supporting      | 82-83   | 68-69%  |                           |         |         |
| Total:                    | 120     |         |                           |         |         |

#### **Purpose of Degree**

The Bachelor of Music Degree prepares students for professional careers in Music, as well as acceptance into Master of Music (MM) programs. The MM and Doctor of Musical Arts (DMA) have become the credentials that are most desirable for performance-oriented undergraduates and performance-oriented graduate schools. The Bachelor of Music degree best prepares students for these advanced degrees in Music.

As a professional degree, the addition of a Bachelor of Music will complement the current Music degrees offered at Southern Utah University.

#### **Institutional Readiness**

The SUU Music Department had its re-accreditation evaluation in the Fall of 2006. According to the accreditation report from NASM, the current BA degree in Music was essentially structured more toward the BM degree in content with the exception of a few classes that needed to be added to the curriculum. The addition of the Bachelor of Music Degree will have very little impact upon existing administrative structures which are adequate to support the proposed program.

#### Faculty

SUU's Music Department is comprised of nine full-time and nineteen adjunct faculty (Appendix C). The Music Department has hired several well-qualified adjunct instructors over the past two years to reduce the amount of overload teaching by the full-time faculty. There is a need to hire additional adjunct teachers in applied flute and applied saxophone. As enrollment increases, additional adjunct instructors may be necessary in applied instruction. A course fee structure is in place to fund these additional adjunct instructors.

Full-time faculty teaching loads will be reallocated to meet the demands of the new program. Full-time faculty will teach the proposed courses in literature, pedagogy, and diction on a rotating basis every other year. In response to the NASM 2006 reaccreditation report, the Music Department is

planning to add an additional full-time faculty with a doctoral degree in Music education in the near future. This additional faculty line will also help support the BM degree.

#### Staff

The Music Department currently employs a departmental secretary assisted by five part-time student office workers. There is no need for additional staff within the first five years.

#### **Library and Information Resources**

Current library resources include audio-visual media, books, periodicals, and scores, all sufficient for the Bachelor of Music degree. The Music Department has an annual budget allocation to increase library holdings. In addition to the five listening stations at the library media center, the University subscribes to an online listening library through NAXOS with a substantial catalog of music recordings.

#### **Admission Requirements**

Each student entering the Bachelor of Music Degree program must pass an entrance audition consisting of two contrasting prepared pieces. Instrumentalists are required to perform scales and sight read.

#### Student Advisement

Students in the Bachelor of Music Degree program will receive advisement from the advisor to the College of Performing and Visual Arts. In addition, student academic progress will be supervised on a regular basis by music faculty.

All music majors will be evaluated at the end of the sophomore year to determine whether they are meeting the requirements and professional expertise in their area of emphasis. At this point faculty will determine if students are prepared for advanced work.

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

The credit hour requirements for the Bachelor of Music Degree (120 credit hours) fall within the state guidelines for baccalaureate degrees.

#### **External Review and Accreditation**

The Bachelor of Arts Degree was reviewed by the National Association of Schools of Music (NASM) in 2006. The visitors' report indicated that the Bachelor of Arts Degree was nearing the requirements for the Bachelor of Music Degree with only a few additional courses needed in pedagogy and literature. The proposal for the BM degree includes the necessary courses as outlined by the NASM guidelines. No additional consultation was received; however, the proposed

course of study has been compared to Bachelor of Music Degrees offered at institutions both instate and out-of-state.

#### **Projected Enrollment:**

|                       | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|
| FTE Students          | 50        | 60        | 70        | 80        | 90        |
| FTE Faculty           | 3.79      | 3.79      | 3.79      | 3.79      | 3.79      |
| Student/Faculty Ratio | 13.19     | 15.83     | 18.47     | 21.11     | 23.75     |

#### **Expansion of Existing Program**

The Bachelor of Music Degree, while new, contains most of the core requirements that are currently offered as part of the Bachelor of Arts Degree in Music.

#### SECTION III: Need

#### **Program Need**

The Bachelor of Music Degree better prepares students for professional careers in Music and acceptance into Master of Music programs. The professional and educational goals of the students attracted to SUU are better served by the Bachelor of Music Degree.

#### **Labor Market Demand**

According to the Department of Labor, musicians, singers, and related workers held an estimated 249,000 jobs in 2004. Approximately 40 percent worked part time; almost half were self-employed. Competition for jobs is expected to be keen, and jobs will increase by nine to 17 percent, projected to 2014. Median hourly earnings of musicians and singers were \$17.85 in May 2004. The middle 50 percent earned between \$9.68 and \$30.75 per hour. The lowest 10 percent earned less than \$6.47, and the highest 10 percent earned more than \$53.59 per hour.

There is a demand for qualified private music teachers and well-trained performers. The Bachelor of Music Degree program will give graduates from SUU the skills they need to be accepted into competitive graduate programs and succeed in their professional music careers.

**Career Opportunities for Music Majors** 

| l                                  | I                                          |  |  |
|------------------------------------|--------------------------------------------|--|--|
| Architectural Acoustic Consultant  | Music Librarian                            |  |  |
| Artist & Repertoire (A&R) Person   | Music Promoter                             |  |  |
| Arts Administrator/ Manager        | Music Publishing Specialist                |  |  |
| Cantor/Soloist/Choir Member        | Music Software Programmer                  |  |  |
| Church/Synagogue Musician          | Music Store Manager/Owner                  |  |  |
| Commercial Singer for Agencies     | Music Stringer (Pickup Musician)           |  |  |
| Community Development Specialist   | Music Therapist                            |  |  |
| Composer/Arranger                  | Musical Booking Agent                      |  |  |
| Conductor                          | Musical Instrument Repairer                |  |  |
| Coordinator, Music Theory          | Musician                                   |  |  |
| Copywriter/Clearance Administrator | Orchestra Librarian                        |  |  |
| Customer Service Representative    | Private Music Teacher, Vocal, Instrumental |  |  |
| Disc Jockey                        | Professor                                  |  |  |
| Editor                             | Publicist                                  |  |  |
| Film Music Editor                  | Recording Technician/Engineer              |  |  |
| Human Resources Personnel          | Royalties Broadcast Monitor                |  |  |
| Journalist                         | Sales Representative                       |  |  |
| Librarian                          | Singer/Voice Teacher                       |  |  |
| Minister of Music                  | Singing Messenger                          |  |  |
| Music Copyist                      | Synthesizer Specialist                     |  |  |
| Music Critic                       | Wholesale Distributor                      |  |  |
| Music Educator                     | Writer/Composer                            |  |  |

#### **Student Demand**

Currently, SUU has 110 declared majors in music. SUU's students have expressed interest in the program and feel it will enhance their chances to remain competitive in the field. Currently, at least half of the Bachelor of Arts majors would prefer to obtain a Bachelor of Music Degree. Some have transfer out in order to go to a school that offered the BM degree.

There are currently 43 voice majors in the Music Department. Out of the 43, over 20 have expressed interest in obtaining the BM in Vocal Performance over a BA with an emphasis in voice performance. Out of 67 instrumental and piano students, 33 have expressed the desire to have a BM degree in Music. The BM will provide the best opportunity for students to succeed, and be accepted into the best graduate schools in the field of music.

According to NASM there were a total of 29,264 students who were enrolled in 415 BM degree accredited and other professional degree programs throughout the country. Some 6,497 of those students were working toward the BM degree in voice; 3,654 were working toward a BM degree in

keyboard studies; and 10,406 were working toward a BM degree in instrumental music. There were 2,480 students majoring in brass instruments; 3,235 in strings; 3,448 in woodwinds; and 1,243 in percussion.

#### Similar Programs

Currently, there is no institution south of Provo, Utah or north of Las Vegas, Nevada that offers the Bachelor of Music Degree. Three institutions in the Utah System of Higher Education offer the Bachelor of Music Degree: the University of Utah, Utah State, and Weber State University. According to the Board of Regents policy R312, both Weber State and Southern Utah University are considered Master's Colleges and Universities; The University of Utah and Utah State are considered Doctoral/Research Universities. The addition of the Bachelor of Music Degree at Southern Utah University would be consistent with its definition and mission as a Master's College and University.

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

As the BM degree is an outgrowth of the current BA degree, it should have little or no impact on other USHE institutions. Other USHE institutions have been contacted and no negative feedback has been received. Dr. Robert Walzel, Director of the School of Music at the University of Utah states, "... I believe this change is very good for your program."

#### Benefits

Southern Utah University and the USHE will benefit from the proposed professional degree in music in the Southern Utah region. As the population in Southern Utah continues to grow, the need for more advanced training and in-depth study in music will increase. The proposed program will fill a void in the southern portion of the state. Graduates from the proposed degree program may seek advanced study at other USHE institutions.

#### **Consistency with Institutional Mission**

Southern Utah University is a comprehensive, regional institution offering graduate, baccalaureate, associate, and technical programs. SUU is committed to providing an excellent education through a diverse, dynamic and personalized learning environment. The University educates students to be critical thinkers, effective communicators, lifelong learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions.

The BM degree in music fits completely with this mission and its description. This undergraduate program enjoys great interest. It will allow students from this region of the state to be competitive in graduate programs. The emphasis of the degree is to provide creative and trained professionals that will benefit the community, region, and state and contribute to the overall quality of life. Graduates of the Bachelor of Music Degree work in many capacities to broaden the cultural artistic community as performers and teachers.

The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels. The BM degree will allow SUU to better fulfill its mission to provide a broad program of liberal and professional education and to serve as a center for service and culture for the Southern Utah area.

This degree not only prepares students for professional careers in music, but also prepares them for acceptance into Master of Music programs. The MM and DMA degrees have become the most desirable for performance-oriented graduate schools.

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

#### **Program Assessment**

The goals of the Bachelor of Music program follow guidelines established by NASM:

- 1. Students must demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
- 2. Students are expected to have the ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.

Measures of assessment include: public performances, end-of-semester juries, Sophomore Assessment Gateway, weekly applied music lessons, and a junior and a senior recital. Each of these activities will offer faculty and students an opportunity to assess progress toward the above goals.

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

Essential Competencies as Prescribed by NASM:

A. Students must demonstrate achievement of professional, entry-level competence in the area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals which are evident in their work. Studies in the area of specialization must continue throughout the degree program.

Students at SUU must pass an entrance audition in order to get into the BM program which demonstrates their entry-level competence. They must also take a theory entrance examination to determine their competency in theory. All voice, piano, and instrumental majors must study applied studio lessons throughout the degree program as well as ensembles and other classes in music.

B. Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or presentation in the major area is recommended.

Students in the BM degree must do a half-recital in their junior year and a full senior recital in their senior year which demonstrates their competency in developing a body of work.

C. Students must have the capability to communicate musical ideas, concepts, and requirements to professionals and lay persons related to the practice of the major field. Such communication may involve musical, oral, written, and visual media.

Students in the BM degree will be enrolled in literature, diction (voice) classes, and pedagogy classes which will prepare them to be better able to communicate both orally and in writing the practice of the major field because of the requirements in those classes.

D. Students must have opportunities to build musicianship to an advanced level and to broaden knowledge of musical elements, structure, repertories, and concepts.

Students in the BM degree are required to take 4 semesters of music theory, 3 semesters of music history, 4 semesters of sight-singing and ear training, and form and analysis. Students are also required to be in performing ensembles. All of these classes build the musicianship of the students.

E. Comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest possible level: knowledge of applicable solo and ensemble literature; and orientation to and experience with the fundamentals of pedagogy.

In order to develop these capabilities, students in the BM degree in voice are required to take three semesters of diction and literature including English and Italian Diction and Literature, German Diction and Literature, and French Diction and Literature, and vocal pedagogy. Students in the instrumental area are required to take one semester of their applied instrument pedagogy and one semester of literature appropriate to their instrument. Students in the piano area are required to take piano literature and piano pedagogy.

F. Solo and ensemble performance in a variety of formal and informal settings. A senior recital is essential, and a junior recital is recommended by NASM.

Students will be required to perform regularly in studio classes, recitals, and concerts. The junior and senior recitals will be required of all students in the BM degree.

#### **SECTION V: Finance**

### Budget

| TOTAL COSTS FOR BACHELOR OF MUSIC PROGRAM FOR THE FIRST FIVE YEARS* |           |           |           |           |           |  |  |
|---------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|--|--|
|                                                                     | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |  |  |
| Students                                                            |           |           |           |           |           |  |  |
| Projected FTE Enrollment                                            | 15        | 20        | 25        | 30        | 30        |  |  |
| Cost per FTE                                                        | \$3,628   | \$3,495   | \$3,495   | \$3,495   | \$3,495   |  |  |
| Student/Faculty Ratio                                               | 7.5       | 10.0      | 12.5      | 15.0      | 15.0      |  |  |
| Projected Headcount                                                 | 15        | 20        | 25        | 30        | 30        |  |  |
|                                                                     |           |           |           |           |           |  |  |
| Projected Tuition                                                   |           |           |           |           |           |  |  |
| Gross Tuition                                                       | \$54,425  | \$69,900  | \$87,375  | \$104,859 | \$104,859 |  |  |
| Tuition to Program                                                  | \$26,212  | \$34,950  | \$43,688  | \$52,425  | \$52,425  |  |  |
|                                                                     |           |           |           |           |           |  |  |
| 5 Year Budget Projection                                            |           |           |           |           |           |  |  |
|                                                                     | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |  |  |
| Expense                                                             |           |           |           |           |           |  |  |
| Salaries & Wages                                                    | \$98,529  | \$101,697 | \$104,748 | \$107,890 | \$111,127 |  |  |
| Benefits                                                            | \$35,751  | \$36,611  | \$37,709  | \$38,840  | \$40,005  |  |  |
| Applied Adjuncts                                                    | \$56,580  | \$56,580  | \$56,580  | \$56,580  | \$56,580  |  |  |
| Total Personnel                                                     | \$190,860 | \$194,888 | \$199,037 | \$203,310 | \$207,712 |  |  |
| Current Expense                                                     | \$2,000   | \$2,000   | \$2,000   | \$2,000   | \$2,000   |  |  |
| Travel                                                              | \$2',000  | \$2,000   | \$2,000   | \$2,000   | \$2,000   |  |  |
| Capital                                                             | \$2,000   | \$2,000   | \$2,000   | \$2,000   | \$2,000   |  |  |
| Library Expense                                                     | \$2,000   | \$2,000   | \$2,000   | \$2,000   | \$2,000   |  |  |
| Total Expense                                                       | \$198,860 | \$202,888 | \$207,037 | \$211,310 | \$215,712 |  |  |
|                                                                     |           |           |           |           |           |  |  |
| Revenue                                                             |           |           |           |           |           |  |  |
| Legislative Appropriation                                           | 0         | 0         | 0         | 0         | 0         |  |  |
| Grants                                                              | 0         | 0         | 0         | 0         | 0         |  |  |
| Reallocation                                                        | \$190,860 | \$194,888 | \$199,037 | \$203,310 | \$207,712 |  |  |
| Tuition to Program                                                  | \$26,212  | \$34,950  | \$43688   | \$52,425  | \$52,425  |  |  |
| Fees                                                                | 0         | 0         | 0         | 0         | 0         |  |  |
| Total Revenue                                                       | \$217,072 | \$229,838 | \$242725  | \$255,735 | \$260,137 |  |  |
|                                                                     |           |           |           |           |           |  |  |
| Difference                                                          |           |           |           |           |           |  |  |
|                                                                     | \$18,212  | \$26,950  | \$35,688  | \$44,425  | \$44,425  |  |  |
|                                                                     |           |           |           |           |           |  |  |
| Comments                                                            |           |           |           |           |           |  |  |

<sup>\*</sup>Faculty base salary and benefits increased by 3% annually. Total includes full-time faculty and staff and adjuncts.
\*\*Tuition estimates based on 50% of undergraduate resident tuition of \$3,495
NOTE: Budget reflects reallocation of 2 FTE faculty positions.

## **Funding Sources**

The BM degree will be funded through student tuition, applied lesson fees and the reallocation of resources made available through the revision of the BA degree and the elimination of the K-12 Emphasis in the BS in Music Education.

## **Impact on Existing Budgets**

The new degree program will not have a negative impact on current programs or budgets within the Music Department. Many of the students who are currently enrolled in the BA degree program have already expressed an interest in changing to the BM degree. The reallocation of students from the BA to the BM program will make it possible to offer the new program without taking resources from existing programs. The core courses for the BM degree are currently offered in the BA degree.

## Appendix A: Program Curriculum

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

Most of these courses will be offered on a rotating basis every other year as needed.

|           | Course Number and Title                 | Credits |
|-----------|-----------------------------------------|---------|
| MUSC 1170 | Italian/English Diction and Literature  | 3       |
| MUSC 1620 | Introduction to Opera Production        | 2       |
| MUSC 2320 | Keyboard Collaborative Arts             | 2       |
| MUSC 2420 | Piano Literature/Performance History I  | 3       |
| MUSC 2430 | Piano Literature/Performance History II | 3       |
| MUSC 2670 | German Diction and Literature           | 3       |
| MUSC 2680 | French Diction and Literature           | 3       |
| MUSC 2710 | Instrumental Literature                 | 2       |
| MUSC 3450 | Piano Pedagogy I                        | 3       |
| MUSC 3460 | Piano Pedagogy II                       | 3       |
| MUSC 4510 | Instrumental Pedagogy                   | 2       |
| MUSC 4610 | Vocal Pedagogy for Singers              | 3       |
| MUSC 4620 | Vocal Pedagogy Seminar                  | 1       |

## **New Course Descriptions:**

**Italian/English Diction and Literature:** This course is designed to teach students the correct standardized pronunciation of English and Italian by utilizing the International Phonetic Alphabet. Students will learn pronunciation rules as well as study American, English, and Italian Art Song Literature.

**Introduction to Opera Production:** This course is designed to give students a broad base of understanding of opera including a brief overview of the history, basic acting techniques, stage terminology, and the basics for producing and directing a musical production and must be taken by voice majors prior to enrolling in MUSC 3370

**Keyboard Collaborative Arts:** Applied lessons in collaborative piano techniques for vocal and instrumental accompanying, chamber music and piano ensemble, in repertory chosen from different styles.

**Piano Literature and Performance History I and II** The course will cover piano repertory in historical order, as well as corresponding recordings of famous concert artists. Various interpretation/performance issues will be addressed.

**German Diction and Literature:** This course is designed to teach students the correct standardized singing pronunciation of German by utilizing the International Phonetic Alphabet. Students will learn pronunciation rules as well as study German Art Song Literature.

## **New Course Descriptions:**

**French Diction and Literature:** This course is designed to teach students the correct standardized singing pronunciation of French by utilizing the International Phonetic Alphabet. Students will learn pronunciation rules as well as study French Art Song Literature.

**Instrumental Literature:** An upper-division class designed to increase student knowledge in the literature available for their instrument. The course will explore solo and chamber music and excerpts from orchestral literature.

**Piano Pedagogy I and II:** The students will study piano pedagogy, survey various methods of teaching and their practical applications, as well as historical approaches to teaching of famous piano pedagogues.

**Instrumental Pedagogy:** An upper division class designed to increase student knowledge of instrumental music teaching methodologies. This course will explore tone production, posture, breathing, articulation, bowing, sticking, as well as current published methods and materials.

**Vocal Pedagogy for Singers** Vocal Pedagogy is an upper division class designed to increase student knowledge of the vocal mechanism and teaching methodologies. This course will explore the anatomy and physiology of the singing voice including vocal sound, posture, breathing, phonation, resonation, articulation, registration, and coordination.

**Vocal Pedagogy Seminar** This capstone project is designed as a practical application of the principals learned in Vocal Pedagogy for Singers.

## **All Program Courses:**

|                   | Bachelor of Music Degree                                                 |         |  |
|-------------------|--------------------------------------------------------------------------|---------|--|
| General Education | on Core                                                                  | 37-38   |  |
|                   | Course Number and Title                                                  | Credits |  |
| Core Course Rec   | uirements                                                                | 17-18   |  |
| ENGL 1010         | Introduction to Academic Writing                                         | 3       |  |
| ENGL 2010         | Intermediate Writing: Selected Topics                                    | 3       |  |
| LM 1010           | Information Literacy (co-requisite UNIV 1000)                            | 1       |  |
| UNIV 1000         | First Year Seminar (co-requisite LM 1010)                                | 1       |  |
| CSIS 1000         | CSIS 1000 Intro to Computers Apps and the Internet                       |         |  |
|                   | American Institutions Requirement (I)                                    | 3       |  |
|                   | Quantitative Literacy Requirement I                                      | 3-4     |  |
| Knowledge Area    | s Requirements                                                           | 20      |  |
| MUSC 1010         | Introduction to Music (Fine Arts Gen Ed.)                                | 3       |  |
| PVA 1040          | Arts Retrospective (Interdisciplinary Gen. Ed.)                          | 3       |  |
|                   | Humanities (H) select one from the following languages: French or German | 4       |  |

|                  | FREN 1010, FREN 1020, FREN 2010, FREN 2020             |    |
|------------------|--------------------------------------------------------|----|
|                  | GERM 1010, GERM 1020, GERM 2010, GERM 2020             |    |
|                  | Social and Behavioral Sciences (S)                     | 3  |
|                  | Life Science (L)                                       | 3  |
|                  | Physical Science (P)                                   | 4  |
| Music Core Requi | irements (43)                                          | 43 |
| MUSC 0990        | Recital Attendance (eight semesters of SUU attendance) | 0  |
| MUSC 1410        | Applied Music                                          | 4  |
| MUSC 1110        | Music Theory I                                         | 3  |
| MUSC 1120        | Music Theory II                                        | 3  |
| MUSC 1130        | Aural Skills I                                         | 1  |
| MUSC 1140        | Aural Skills II                                        | 1  |
| MUSC 2110        | Music Theory III                                       | 3  |
| MUSC 2120        | Music Theory IV                                        | 3  |
| MUSC 2130        | Aural Skills III                                       | 1  |
| MUSC 2140        | Aural Skills IV                                        | 1  |
| MUSC 2350        | Basic Conducting                                       | 2  |
| MUSC 2410        | Applied Music                                          | 4  |
| MUSC 3070        | Form and Analysis                                      | 3  |
| MUSC 3410        | Applied Music                                          | 4  |
| MUSC 3500        | Music History I                                        | 3  |
| MUSC 3510        | Music History II                                       | 3  |
| MUSC 3800        | Junior Recital                                         | 0  |
| MUSC 4410        | Applied Music                                          | 4  |
| MUSC 4800        | Senior Recital                                         | 0  |

## Other Requirements:

- (1) Music Theory: Students must be enrolled concurrently in Music Theory and Aural Skills classes.
- (2) Piano Proficiency: Students must pass a piano proficiency exam. MUSC 1150 & 1160 may be taken to assist in preparation for the exam.
- (3) Junior/Senior Recitals: the B.M. Degree requires a junior year half recital and a senior year full recital. Students must enroll in applied music each semester until the recital requirement is met.
- (4) In order to move to upper level study (3410) the student must pass the Sophomore Assessment Gateway (SAG).
- (5) All music majors must take Introduction to Music, (MUSC 1010) as a prerequisite for MUSC 3500 and MUSC 3510. MUSC 1010 may be used to fulfill the Fine Arts Gen. Ed. requirement.
- (6) To fulfill graduation requirements, all zero credit courses must appear on the transcript.
- (7) Music Student Handbook: Each major or minor in music will be issued a handbook and are responsible for the information contained therein.

(8) Foreign language requirement: four semesters of a foreign language are required for the BM degree in voice; two semesters of a foreign language are required for the BM degree in Instrumental music; one semester is required for the BM degree in piano performance.

The foreign language requirement may be distributed among French and/ or German.

| Bachelor of Music - Ins | strumental Emphasis                                                            | 39-40         |  |  |  |  |  |
|-------------------------|--------------------------------------------------------------------------------|---------------|--|--|--|--|--|
| MUSC 2710               | Applied Instrumental Literature                                                | 2             |  |  |  |  |  |
| MUSC 4060               | MUSC 4060 Orchestration and Arranging                                          |               |  |  |  |  |  |
| MUSC 4510               | 2                                                                              |               |  |  |  |  |  |
| Small Ensemble Requ     | irement-chosen from the following (8 credit hours)                             | 8             |  |  |  |  |  |
| MUSC 3210               | Brass Ensemble (1)                                                             |               |  |  |  |  |  |
| MUSC 3220               | Woodwind Ensemble (1)                                                          |               |  |  |  |  |  |
| MUSC 3230               | String Ensemble (1)                                                            |               |  |  |  |  |  |
| MUSC 3240               | Percussion Ensemble (1)                                                        |               |  |  |  |  |  |
| MUSC 3330               | Jazz Ensemble (1)                                                              |               |  |  |  |  |  |
| Major Ensemble Requ     | irement-chosen from the following (8 credit hours)                             | 8             |  |  |  |  |  |
| MUSC 3320               | Band (1)                                                                       |               |  |  |  |  |  |
| MUSC 3380               | Orchestra (1)                                                                  |               |  |  |  |  |  |
| Foreign Language Red    | quirement                                                                      | 8             |  |  |  |  |  |
| Two semesters (8 cred   | dits) of a foreign language is required. The foreign requirement may be distr  | ributed among |  |  |  |  |  |
| French and/ or Germa    | n. 4 Credit hours of the foreign language may fulfill the university humanitie | s GE          |  |  |  |  |  |
| requirement             |                                                                                |               |  |  |  |  |  |
| Music Electives         |                                                                                |               |  |  |  |  |  |
|                         |                                                                                |               |  |  |  |  |  |
|                         | Total Credits B.M. Instrumental Emphasis                                       | 120           |  |  |  |  |  |

| Bachelor of Music - \                            | 39-40                                                                          |             |  |  |  |  |
|--------------------------------------------------|--------------------------------------------------------------------------------|-------------|--|--|--|--|
| MUSC 1170 Italian/English Diction and Literature |                                                                                |             |  |  |  |  |
| MUSC 1620 Introduction to Opera Production       |                                                                                |             |  |  |  |  |
| MUSC 2670                                        | German Diction and Literature                                                  | 3           |  |  |  |  |
| MUSC 2680                                        | French Diction and Literature                                                  | 3           |  |  |  |  |
| MUSC 3370                                        | Opera/Musical Theater                                                          | 4           |  |  |  |  |
| MUSC 4610                                        | Vocal Pedagogy for Singers                                                     | 3           |  |  |  |  |
| MUSC 4620 Vocal Pedagogy Seminar                 |                                                                                |             |  |  |  |  |
| Foreign Language R                               | Foreign Language Requirement 16                                                |             |  |  |  |  |
| Four semesters (16                               | credits) of a foreign language is required. The foreign requirement may be     | distributed |  |  |  |  |
| among                                            |                                                                                |             |  |  |  |  |
| French and/ or Germ                              | nan. 4 Credit hours of the foreign language may fulfill the university humanit | ties GE     |  |  |  |  |
| requirement                                      |                                                                                |             |  |  |  |  |
| Major Ensemble Red                               | quirement-chosen from the following (8 credit hours)                           | 8           |  |  |  |  |
| MUSC 3360                                        | Concert Choir (1)                                                              |             |  |  |  |  |
| Music Electives                                  |                                                                                |             |  |  |  |  |
|                                                  | Total Credits B.M. Vocal Emphasis                                              | 120         |  |  |  |  |
|                                                  |                                                                                |             |  |  |  |  |

| Bachelor of Music - Pia | ano Emphasis                                                                | 39-40   |  |  |  |  |
|-------------------------|-----------------------------------------------------------------------------|---------|--|--|--|--|
| MUSC 2420               | Piano Literature/Performance History I                                      | 3       |  |  |  |  |
| MUSC 2430               | Piano Literature/Performance History II                                     |         |  |  |  |  |
| MUSC 3450               | Piano Pedagogy I                                                            | 3       |  |  |  |  |
| MUSC 3460               | 3                                                                           |         |  |  |  |  |
|                         | Major Ensemble Requirement-chosen from the following (8 credit hours)       |         |  |  |  |  |
| MUSC 3320               | Band (1)                                                                    |         |  |  |  |  |
| MUSC 3360               | Concert Choir (1)                                                           |         |  |  |  |  |
| MUSC 3380               | Orchestra (1)                                                               |         |  |  |  |  |
| Other Requirements      |                                                                             | 8       |  |  |  |  |
| MUSC 2320               | Keyboard Collaborative Arts – 4 sections (see details below)                |         |  |  |  |  |
|                         | Section I - vocal accompanying for pianists (2 credit hours)                |         |  |  |  |  |
|                         | Section II - instrumental accompanying (duo) for pianists (2 credit         |         |  |  |  |  |
|                         | hours)                                                                      |         |  |  |  |  |
|                         | Section III - piano ensemble (piano duo) (2 credit hours)                   |         |  |  |  |  |
|                         | Section IV - chamber music with piano (3 or more performers) (2             |         |  |  |  |  |
|                         | credit hours)                                                               |         |  |  |  |  |
|                         | each section to fulfill degree requirements. Each section will be offered e |         |  |  |  |  |
|                         | must complete 2 semesters/4credits of MUSC 1410 (applied piano lesso        | ns).    |  |  |  |  |
| Foreign Language Rec    |                                                                             | 4       |  |  |  |  |
| ,                       | ts) of a foreign language is required. The foreign requirement may be dis   | •       |  |  |  |  |
|                         | n. 4 Credit hours of the foreign language may fulfill the university humani | ties GE |  |  |  |  |
| requirement             |                                                                             |         |  |  |  |  |
| Music Electives         |                                                                             | 11-12   |  |  |  |  |
|                         | Total Credits B.M. Piano Emphasis                                           | 120     |  |  |  |  |

## Appendix B: Program Schedules

|                   | Bachelor of Mu               | sia: V | oico D | orformanco   |                                                  |    |
|-------------------|------------------------------|--------|--------|--------------|--------------------------------------------------|----|
| FRESHMAN          | Bachelor of Mus              | SIC. V | oice P | eriormance   |                                                  |    |
| FALL              |                              |        |        | SPRING       |                                                  |    |
| I ALL             |                              |        |        | MUSC         |                                                  |    |
| MUSC 0990         | Recital Attendance           | 0      |        | 0990         | Recital Attendance                               | 0  |
| 10000 0990        | Hechai Allendance            | U      |        | MUSC         | Hediai Allendance                                | U  |
| MUSC 1110         | Music Theory I               | 3      |        | 1120         | Music Theory II                                  | 3  |
| WOSC 1110         | Music Theory I               | J      |        | MUSC         | Music Theory II                                  | J  |
| MUSC 1130         | Aural Skills I               | 1      |        |              | Aural Skills II                                  | 4  |
| WOSC 1130         | Aurai Skilis I               | I      |        | 1140<br>MUSC | Aurai Skilis II                                  | 1  |
| MUCC 1410         | Applied Voice                | 0      |        |              | Applied Voice                                    | 0  |
| MUSC 1410         | Applied Voice                | 2      |        | 1410         | Applied Voice                                    | 2  |
| MUCC 0000         | Canacat Chair                | 4      |        | MUSC         | Internal continue to Maria                       | 0  |
| MUSC 3360         | Concert Choir                | 1      |        | 1010         | Introduction to Music                            | 3  |
|                   |                              |        |        | MUSC         |                                                  |    |
| MUSC 1170         | Ital. /Eng. Diction and Lit. | 3      |        | 3360         | Concert Choir                                    | 1  |
|                   |                              |        |        | MUSC         |                                                  | _  |
| LM 1010           | Information Literacy         | 1      |        | 1620         | Intro. To Opera Production                       | 2  |
| UNIV 1000         | First Year Seminar           | 1      |        | General Edu  | cation / Music Electives                         | 3  |
| General Education | n / Music Electives          | 3      |        |              |                                                  |    |
|                   | Total:                       | 15     |        |              | Total:                                           | 15 |
| SOPHOMORE         |                              |        |        |              |                                                  |    |
| FALL              |                              |        |        | SPRING       |                                                  |    |
|                   |                              |        |        | MUSC         |                                                  |    |
| MUSC 0990         | Recital Attendance           | 0      |        | 0990         | Recital Attendance                               | 0  |
|                   |                              |        |        | MUSC         |                                                  |    |
| MUSC 2110         | Music Theory III             | 3      |        | 2120         | Music Theory IV                                  | 3  |
|                   | <b>,</b>                     | •      |        | MUSC         |                                                  |    |
| MUSC 2130         | Aural Skills III             | 1      |        | 2140         | Aural Skills IV                                  | 1  |
|                   |                              | •      |        | MUSC         | 7.3.3.                                           | •  |
| MUSC 2410         | Applied Voice                | 2      |        | 2410         | Applied Voice                                    | 2  |
| 10000 2110        | Applied Voide                | _      |        | MUSC         | Applied Voice                                    | _  |
| MUSC 2350         | Fundamentals of Conducting   | 2      |        | 2670         | German Diction and Lit.                          | 3  |
| MUSC 3360         | Concert Choir                | 1      |        | 2070         | (offered every other year)                       | 3  |
| 10000 0000        | Concert Chon                 | 1      |        | MUSC         | (Onered every other year)                        |    |
| Foreign Languag   | je: German or French         | 4      |        | 3360         | Concert Choir                                    | 4  |
|                   | n / Music Electives          | 2      |        |              |                                                  | 1  |
| General Education | 1 / Wusic Electives          | 2      |        |              | guage: German or French cation / Music Electives | 4  |
|                   | Tatal                        | 45     |        | General Edu  |                                                  | 1  |
| IIINIOD           | Total:                       | 15     |        |              | Total:                                           | 15 |
| JUNIOR            |                              |        |        | CDDING       |                                                  |    |
| FALL              |                              |        |        | SPRING       |                                                  |    |
| MI 100 0000       | Desited Assessed             | ^      |        | MUSC         | Desiral Attack                                   | _  |
| MUSC 0990         | Recital Attendance           | 0      |        | 0990         | Recital Attendance                               | 0  |
|                   |                              | _      |        | MUSC         |                                                  |    |
| MUSC 3500         | Music History I              | 3      |        | 3510         | Music History II                                 | 3  |
|                   |                              |        |        | MUSC         |                                                  |    |
| MUSC 3410         | Applied Voice                | 2      |        | 3410         | Applied Voice                                    | 2  |
| MUSC 3370         | Opera/Musical Theater        | 2      |        | MUSC         | Opera/Musical Theater                            | 2  |

|                   |                            |    | 3370<br>MUSC                           |
|-------------------|----------------------------|----|----------------------------------------|
| MUSC 3070         | Form and Analysis          | 3  | 3800 Junior Recital 0                  |
|                   | •                          |    | MUSC                                   |
| MUSC 3360         | Concert Choir              | 1  | 2680 French Diction and Lit. 3         |
| Foreign Langua    | ge: German or French       | 4  | (offered every other year)             |
|                   |                            |    | MUSC                                   |
| General Education | on / Music Electives       | 0  | 3360 Concert Choir 1                   |
|                   |                            |    | Foreign Language: German or French 4   |
|                   |                            |    | General Education / Music Electives 0  |
|                   | Total:                     | 15 | Total: 15                              |
| SENIOR            |                            |    |                                        |
| FALL              |                            |    | SPRING                                 |
|                   |                            |    | MUSC                                   |
| MUSC 0990         | Recital Attendance         | 0  | 4410 Applied Voice 2                   |
|                   |                            |    | MUSC                                   |
| MUSC 4410         | Applied Voice              | 2  | 4620 Vocal Pedagogy Seminar 1          |
| MUSC 4610         | Vocal Pedagogy             | 3  | (offered every other year)             |
|                   |                            |    | MUSC                                   |
|                   | (offered every other year) |    | 4800 Senior Recital 0                  |
|                   |                            |    | MUSC                                   |
| MUSC 3360         | Concert Choir              | 1  | 3360 Concert Choir 1                   |
| General Education | on / Music Electives       | 9  | General Education / Music Electives 11 |
|                   | Total:                     | 15 | Total: 15                              |

|                   | Bachelor of Music: Instrumental Performance |    |  |                 |                            |    |
|-------------------|---------------------------------------------|----|--|-----------------|----------------------------|----|
| FRESHMAN          |                                             |    |  |                 |                            |    |
| FALL              |                                             |    |  | SPRING          |                            |    |
| MUSC 0990         | Recital Attendance                          | 0  |  | MUSC 0990       | Recital Attendance         | 0  |
| MUSC 1110         | Music Theory I                              | 3  |  | MUSC 1120       | Music Theory II            | 3  |
| MUSC 1130         | Aural Skills I                              | 1  |  | MUSC 1140       | Aural Skills II            | 1  |
| MUSC 1410         | Applied Instrument                          | 2  |  | MUSC 1410       | Applied Instrument         | 2  |
| MUSC 3320,        |                                             |    |  |                 |                            |    |
| 3380              | Band or Orchestra                           | 1  |  | MUSC 1010       | Introduction to Music      | 3  |
|                   | Small Ensembles                             | 1  |  |                 | Small Ensembles            | 1  |
| LM 1010           | Information Literacy                        | 1  |  | MUSC 1620       | Intro. To Opera Production | 2  |
| UNIV 1000         | First Year Seminar                          | 1  |  | General Educati | on / Music Electives       | 3  |
| General Education | on / Music Electives                        | 5  |  |                 |                            |    |
|                   | Total:                                      | 15 |  |                 | Total:                     | 15 |
| SOPHOMORE         |                                             |    |  |                 |                            |    |
| FALL              |                                             |    |  | SPRING          |                            |    |
| MUSC 0990         | Recital Attendance                          | 0  |  | MUSC 0990       | Recital Attendance         | 0  |
| MUSC 2110         | Music Theory III                            | 3  |  | MUSC 2120       | Music Theory IV            | 3  |
| MUSC 2130         | Aural Skills III                            | 1  |  | MUSC 2140       | Aural Skills IV            | 1  |
| MUSC 2410         | Applied Instrument                          | 2  |  | MUSC 2410       | Applied Instrument         | 2  |
|                   |                                             |    |  | MUSC 3320,      |                            |    |
| MUSC 2350         | Fundamentals of Conducting                  | 2  |  | 3380            | Band or Orchestra          | 1  |
| MUSC 3320,        |                                             |    |  |                 |                            |    |
| 3380              | Band or Orchestra                           | 1  |  |                 | Small Ensembles            | 1  |
| 1                 | Small Ensembles                             | 1  |  | Foreign Langua  | age: German or French      | 4  |

| Foreign Language: German or French General Education / Music Electives |                                 | 4  | General Educat                      | ion / Music Electives                               | 3  |
|------------------------------------------------------------------------|---------------------------------|----|-------------------------------------|-----------------------------------------------------|----|
| General Educati                                                        | Total:                          | 15 |                                     | Total:                                              | 15 |
| JUNIOR                                                                 | 10001                           |    |                                     | . Otali                                             |    |
| FALL                                                                   |                                 |    | SPRING                              |                                                     |    |
| MUSC 0990                                                              | Recital Attendance              | 0  | MUSC 0990                           | Recital Attendance                                  | 0  |
| MUSC 3500                                                              | Music History I                 | 3  | MUSC 3510                           | Music History II                                    | 3  |
| MUSC 3410                                                              | Applied Instrument              | 2  | MUSC 3410                           | Applied Instrument                                  | 2  |
| MUSC 3070<br>MUSC 3320,                                                | Form and Analysis               | 3  | MUSC 4060                           | Orchestration and Arranging                         | 3  |
| 3380                                                                   | Band or Orchestra               | 1  | MUSC 3800                           | Junior Recital<br>Instrumental Literature (Perc. Or | 0  |
|                                                                        | Small Ensembles                 | 1  | MUSC 2710                           | W.W.)                                               | 2  |
|                                                                        | Instrumental Literature (Brass, |    |                                     | ,                                                   |    |
| MUSC 2710                                                              | Strings)                        | 2  | (offered every of MUSC 3320,        | ther year)                                          |    |
| (offered every of                                                      | ther year)                      |    | 3380                                | Band or Orchestra                                   | 1  |
|                                                                        | ion / Music Electives           | 3  |                                     | Small Ensembles                                     | 1  |
|                                                                        |                                 |    | General Education / Music Electives |                                                     | 3  |
|                                                                        | Total:                          | 15 |                                     | Total:                                              | 15 |
| SENIOR                                                                 |                                 |    |                                     |                                                     |    |
| FALL                                                                   |                                 |    | SPRING                              |                                                     |    |
| MUSC 0990                                                              | Recital Attendance              | 0  | MUSC 4410                           | Applied Instrument                                  | 2  |
| MUSC 4410                                                              | Applied Instrument              | 2  | MUSC 4800<br>MUSC 3320,             | Senior Recital                                      | 0  |
| MUSC 4510                                                              | Instrumental Pedagogy           | 2  | 3380                                | Band or Orchestra                                   | 1  |
|                                                                        | (offered every other year)      |    |                                     | Small Ensembles                                     | 1  |
| MUSC 3320,                                                             | • • • •                         |    |                                     |                                                     |    |
| 3380                                                                   | Band or Orchestra               | 1  |                                     |                                                     |    |
|                                                                        | Small Ensembles                 | 1  | General Educat                      | ion / Music Electives                               | 11 |
| General Educati                                                        | ion / Music Electives           | 9  |                                     |                                                     |    |
|                                                                        | Total:                          | 15 |                                     | Total:                                              | 15 |

|                       | Bachelor of Music: Piano Performance |    |  |                       |                        |    |  |
|-----------------------|--------------------------------------|----|--|-----------------------|------------------------|----|--|
| FRESHMAN              |                                      |    |  |                       |                        |    |  |
| FALL                  |                                      |    |  | SPRING                |                        |    |  |
| MUSC 0990             | Recital Attendance                   | 0  |  | MUSC 0990             | Recital Attendance     | 0  |  |
| MUSC 1110             | Music Theory I                       | 3  |  | MUSC 1120             | Music Theory II        | 3  |  |
| MUSC 1130             | Aural Skills I                       | 1  |  | MUSC 1140             | Aural Skills II        | 1  |  |
| MUSC 1410             | Applied Piano                        | 2  |  | MUSC 1410             | Applied Piano          | 2  |  |
| MUSC 3320, 60, 80     | Band, Choir, Orchestra               | 1  |  | MUSC 1010             | Introduction to Music  | 3  |  |
|                       |                                      |    |  | MUSC 3320, 60, 80     | Band, Choir, Orchestra | 1  |  |
| LM 1010               | Information Literacy                 | 1  |  |                       |                        |    |  |
| UNIV 1000             | First Year Seminar                   | 1  |  | General Education / M | fusic Electives        | 5  |  |
| General Education / N | Music Electives                      | 6  |  |                       |                        |    |  |
|                       | Total:                               | 15 |  |                       | Total:                 | 15 |  |
| SOPHOMORE             |                                      |    |  |                       |                        |    |  |
| FALL                  | •                                    |    |  | SPRING                |                        |    |  |
| MUSC 0990             | Recital Attendance                   | 0  |  | MUSC 0990             | Recital Attendance     | 0  |  |

| MUSC 2110<br>MUSC 2130<br>MUSC 2410<br>MUSC 2350 | Music Theory III Aural Skills III Applied Piano   | 3<br>1<br>2<br>2 | MUSC 2120<br>MUSC 2140<br>MUSC 2410<br>MUSC 3320, 60, 80 | Music Theory IV Aural Skills IV Applied Piano   | 3<br>1<br>2 |
|--------------------------------------------------|---------------------------------------------------|------------------|----------------------------------------------------------|-------------------------------------------------|-------------|
| MUSC 3320, 60, 80                                | Fundamentals of Conducting Band, Choir, Orchestra | 1                | MUSC 2430                                                | Band, Choir, Orchestra<br>Piano Lit./History II | 3           |
| MUSC 2420                                        | Piano Lit./History I                              | 3                | (offered every other ye                                  | ,                                               | 3           |
| (offered every other ye                          | •                                                 | · ·              | MUSC 2320                                                | Keyboard Collaborative Arts                     | 2           |
| MUSC 2320                                        | Keyboard Collaborative Arts                       | 2                | General Education / N                                    |                                                 | 3           |
| General Education / M                            |                                                   | 1                | Gonoral Education / N                                    | Idolo Elocavoo                                  | J           |
| Gonoral Education / II                           | Total:                                            | 15               |                                                          | Total:                                          | 15          |
| JUNIOR                                           |                                                   |                  |                                                          |                                                 |             |
| FALL                                             |                                                   |                  | SPRING                                                   |                                                 |             |
| MUSC 0990                                        | Recital Attendance                                | 0                | MUSC 0990                                                | Recital Attendance                              | 0           |
| MUSC 3500                                        | Music History I                                   | 3                | MUSC 3510                                                | Music History II                                | 3           |
| MUSC 3410                                        | Applied Piano                                     | 2                | MUSC 3410                                                | Applied Piano                                   | 2           |
| MUSC 3450                                        | Piano Pedagogy I                                  | 3                | MUSC 3800                                                | Junior Recital                                  | 0           |
| (offered every other ye                          | ear)                                              |                  | MUSC 3460                                                | Piano Pedagogy II                               | 3           |
| MUSC 3320, 60, 80                                | Band, Choir, Orchestra                            | 1                | (offered every other year)                               |                                                 |             |
| MUSC 2320                                        | Keyboard Collaborative Arts                       | 2                | MUSC 3320, 60, 80                                        | Band, Choir, Orchestra                          | 1           |
| Foreign Language: 0                              | German or French                                  | 4                | MUSC 2320                                                | Keyboard Collaborative Arts                     | 2           |
| General Education / M                            | lusic Electives                                   | 0                | General Education / N                                    | fusic Electives                                 | 4           |
|                                                  | Total:                                            | 15               |                                                          | Total:                                          | 15          |
| SENIOR                                           |                                                   |                  |                                                          |                                                 |             |
| FALL                                             |                                                   |                  | SPRING                                                   |                                                 |             |
| MUSC 0990                                        | Recital Attendance                                | 0                | MUSC 4410                                                | Applied Piano                                   | 2           |
| MUSC 4410                                        | Applied Piano                                     | 2                | MUSC 4800                                                | Senior Recital                                  | 0           |
| MUSC 3070                                        | Form and Analysis                                 | 3                | MUSC 3320, 60, 80                                        |                                                 | 1           |
| MUSC 3320, 60, 80                                | Band, Choir, Orchestra                            | 1                | General Education / N                                    | fusic Electives                                 | 12          |
| General Education / M                            | lusic Electives                                   | 9                |                                                          |                                                 |             |
|                                                  | Total:                                            | 15               |                                                          | Total:                                          | 15          |

**Appendix C: Faculty Profiles** 

| Full-Time Faculty               | Highest Degree Earned                   | Institution                                 | Area of Specialty                       |
|---------------------------------|-----------------------------------------|---------------------------------------------|-----------------------------------------|
| Keith Bradshaw                  | Ph.D. Composition                       | University of Minnesota                     | Theory, Composition                     |
|                                 |                                         | University of Southern                      |                                         |
| Kirill Gliadkovsky              | DMA Piano Performance                   | California                                  | Piano, Music history                    |
| Lawrence Johnson                | DMA Voice Performance (ABD)             | Northwestern University                     | Voice, Opera                            |
| Carol Ann Modesitt              | M.M. Voice                              | Eastern Kentucky University                 | Voice, Opera                            |
|                                 |                                         |                                             | Percussion, American                    |
| Patrick Roulet                  | DMA Percussion Performance              | University of Washington                    | Music                                   |
| O Ot Dia                        | DMA Observation                         | University of Missouri Kansas               | Vaina Ohanal                            |
| Grace St. Pierre                | DMA Choral Conducting                   | City Conservatory of Music                  | Voice, Choral                           |
| Mark Stickney                   | DMA Wind Conducting                     | Rutgers, The State University of New Jersey | Band, Low Brass                         |
| I Wark Suckiney                 | DIVIA WING Conducting                   | of New Jersey                               | Double Reeds, Theory,                   |
| Virginia Stitt                  | DMA Woodwinds                           | University of Iowa – Iowa City              | Music Education                         |
| Virginia Otti                   | Ed.D.C.T. Music Education               | Teachers College - Columbia                 | Wasie Eadealion                         |
| Xun Sun                         | (ABD)                                   | University                                  | Violin, Orchestra                       |
| Adii Gaii                       | (188)                                   | Childrenty                                  | Violiti, Oronootia                      |
| Part-Time/Adjunct               |                                         |                                             |                                         |
| <u>Faculty</u>                  | Highest Degree Earned                   | <u>Institution</u>                          | Area of Specialty                       |
| LeGrand Andersen                | Ph.D. Choral Music                      | University of Utah                          | Piano, Theory                           |
|                                 | B.M. Piano Performance &                |                                             |                                         |
| Tracey Bradshaw                 | Pedagogy                                | Brigham Young University                    | Piano                                   |
| LuAnn Brown                     | Bachelor of Arts                        | Southern Utah State College                 | Violin                                  |
| D 11 01 1 11                    | 54444                                   | University of Michigan - Ann                |                                         |
| Ruth Christiansen               | DMA Vocal Performance                   | Arbor                                       | Voice                                   |
| Anna Oli a dilanca lanca        | Postgraduate Diploma (DMA               | Russian Academy of Music                    | Diama                                   |
| Anna Gliadkovskaya              | equiv.) Piano Performance               | after Gnessins, Moscow                      | Piano                                   |
| Carob Cuttonhara                | M.M. Charal Canduating                  | University of Michigan - Ann<br>Arbor       | Voice Charol                            |
| Sarah Guttenberg Jackie Jackson | M.M. Choral Conducting Masters in Music | Alboi                                       | Voice, Choral<br>Voice, Music Education |
| Jackie Jackson                  | M.M. Musicology and Music               |                                             | Music History, Voice,                   |
| Nathaniel Johnson               | Criticism                               | University of California - Davis            | Choral                                  |
| Gregory Johnston                | M.Ed. Secondary Education               | Utah State University                       | Clarinet                                |
| Susan Linder                    | Masters in Counseling                   | Phillips Graduate Institute                 | French Horn                             |
| Joel Neves                      | DMA Orchestral Conducting               | Arizona State University                    | Orchestra, Jazz                         |
| Lara Neves                      | B.M. Vocal Performance                  | Brigham Young University                    | Voice                                   |
|                                 | M.M. Piano Accompaniment                |                                             |                                         |
| Rachel Roulet                   | and Vocal Coaching                      | New England Conservatory                    | Piano, Collaborative Arts               |
|                                 | Professional Music                      | ,                                           | ,                                       |
| S. McKay Tebbs                  | Baccalaureate                           | Berklee College of Music                    | Guitar                                  |
| Darrin Thomas                   | Master of Music                         | Yale University                             | Trumpet                                 |
| Joseph Wolfley                  | Master of Music                         | Northwestern University                     | Music History                           |
|                                 |                                         | University of Missouri Kansas               |                                         |
| Ling Yu                         | M.M. Viola Performance                  | City Conservatory of Music                  | Viola                                   |

## **Faculty Resumes**

## Keith M. Bradshaw

Department Chair, Music Theory, Composition Southern Utah University Department of Music

#### **EDUCATION:**

Ph.D. (1995) UNIVERSITY OF MINNESOTA Minneapolis, MN

SCHOOL OF MUSIC Major: Composition

Dissertation: Symphony #1, Lloyd Ultan and Alex Lubet, advisors.

M.M. (1990) BRIGHAM YOUNG UNIVERSITY

Provo,

UT

Major: Composition

Thesis: Illusions, for Chamber Orchestra, Michael Hicks, advisor.

B.M. (1986) BRIGHAM YOUNG UNIVERSITY

Major: Composition/Theory

Primary instructor: Merrill Bradshaw.

#### ADMINISTRATIVE DUTIES:

SOUTHERN UTAH UNIVERSITY

2006- Chair, Music Department

SOUTHERN VIRGINIA UNIVERSITY 2001-2004 Chair,

Division of Arts

1998-2006 Program Coordinator for Music

1998-2001 Program Coordinator for the Performing Arts 2002-2004 Chair, Planning and Review Committee

Additional Committee Assignments:

Academic Affairs Council

Planning and Review Committee

Curriculum Committee Policy Committee

Homecoming Committee

Facilities Planning Committee Faculty Representative

Honors Council Faculty Representative

Faculty Evaluation Committee

Study Abroad Committee
Development Committee
Faculty Advising Committee
University Grant Committee

Various Search Committees for Faculty Positions

## **TEACHING EXPERIENCE:**

2006- Southern Utah University, Utah Associate Professor

Cedar City, Utah

1998-2006 Southern Virginia University, Assistant and Associate Professor Buena Vista, Virginia

1997-1998 Southern Utah University, Faculty; Cedar City, Utah

1997 Southern Utah University, Adjunct Faculty; Cedar City,

Utah

1997 Dixie College, Adjunct Faculty; St. George, Utah

#### Keith M. Bradshaw

#### **TEACHING DUTIES:**

#### 2006- SOUTHERN UTAH UNIVERSITY

- First-year tonal music theory sequence
- First-year aural skills sequence
- Second-year tonal music theory sequence
- Second-year aural skills sequence
- Composition
- Form and Analysis
- Orchestration

#### 1998-2006 SOUTHERN VIRGINIA UNIVERSITY

- Direct Chamber Choir and Men's and Women's Choruses
- First-year tonal music theory sequence
- First-year aural skills sequence
- Second-year tonal music theory sequence
- Second-year aural skills sequence
- Composition
- Direct Pep Band
- Form and Analysis
- Orchestration
- Music Appreciation
- Private vocal instruction
- Private piano instruction
- Private guitar instruction
- Music Fundamentals
- Group Guitar
- Finale Notation

## 1997-1998 SOUTHERN UTAH UNIVERSITY, Faculty Lecturer, One Year, 3/4+ time

- First-year tonal music theory sequence
- First-year aural skills sequence
- First-year class piano
- Form and analysis
- Orchestration and arranging
- Music appreciation
- Composition
- Private horn instruction

7 SOUTHERN UTAH UNIVERSITY, Adjunct Faculty, Continuing Education

- Composition Seminar for beginning through advanced composers
- Group and private composition instruction
- Compositional techniques and practices

#### 1997-1998

#### DIXIE COLLEGE, Adjunct Faculty

- Music Appreciation
- Western music from plainchant to present styles and forms
- Music Fundamentals

## KIRILL GLIADKOVSKY Piano

#### **SUMMARY**

- Internationally Acclaimed Concert Pianist
- Concert Organist and Harpsichordist
- Collaborative Artist, Instrumental and Vocal
- Piano Pedagogue, Organ Instructor
- Choir and Orchestra Conductor
  - Composer

## PERFORMING EXPERIENCE, EXAMPLES

- Solo Performances in Piano and Organ, examples:
  - -The Bolshoi Zal, Mali Zal, & Rachmaninoff Zal, Moscow, Russia
  - -Philharmonic Hall, St. Petersburg, Russia
  - -Purcell Hall, London, U.K.
  - -Merkin Hall, New York, NY
  - -National Gallery of Art and Catholic University, Washington, D.C.
  - -Jack Singer Hall, Calgary, Canada
  - -Music Academy Hall and All Saints Cathedral, Poznan, Poland
  - -Music Hall, Ulan-Bator, Mongolia
  - -Orange County Performing Arts Center, Costa Mesa, CA
  - -Abravenal Hall, Salt lake City, UT
  - -Center for the Arts, Steinway Series, Scottsdale, AZ
  - -Bing Theatre, LACMA, Los Angeles, CA
- Solo performances include:
  - -Mongolia, Poland, Italy, England, and Canada
  - -In the USA: Washington, D.C., New York City, San Francisco, Dallas, Fort Worth, Kansas and Salt Lake City, Seattle, San Diego, Phoenix, Aspen, Santa Barbara, Palm Springs and Los Angeles
- Numerous chamber music performances in:
  - -Russia (Moscow and St.-Petersburg), Mongolia, Poland, Italy, Canada and the USA (Washington,
  - D.C., San Francisco, Los Angeles, Dallas, San Antonio, Aspen, Palm Springs and Miami)
- Numerous Duo Piano performances with Anna Gliadkovskaya

#### PRIZEWINNER AT (EXAMPLES):

- International Keyboard Competition, San Antonio, TX 1994
- Citta di Marsala International Piano Competition, Marsala, Italy
- Joanna Hodges International Piano Competition, Palm Desert, CA
- 1st Bryan Lee Piano Competition, Los Angeles, CA
- American Guild of Organists Organ Competition, Santa Monica, CA

#### **TEACHING EXPERIENCE**

- University of Southern California, Piano Faculty Studio Piano, Functional Skills Class 1998-present
- Santa Monica College, CA, Piano Faculty Studio and Group Piano, Theory 1995-present
- Pepperdine University, Malibu, CA, Piano Instructor 1996-present
- Tchaikovsky Conservatory, Moscow, Russia, Piano 1986-1990
- University of Southern California, Los Angeles, CA, Assistant/Substitute to D. Pollack's class 1993present
- Masterclasses in Los Angeles, San Francisco, Washington, D.C., Phoenix, Salt Lake City 1998-present
- Private Studio Teaching, Piano and Organ, Moscow, Aspen, Los Angeles 1988-present
- Private and school students were accepted at major music schools, performed in concerts and won awards

  COMPETITIONS JURIES
- Arizona Youth Piano/Steinway, Chinese Philharmonic 1998-2000, 2006

#### **COLLABORATIVE PIANO EXPERIENCE**

- Pepperdine University, Malibu, CA accompanist / coach for concert and chamber choirs 1996-1997
- University of Southern California, Los Angeles vocal and instrumental accompanying/coaching classes of A. & E. Schoenfeld, L. Harrell, D. McInnes, R. Lipsett, J.Walker, J. McVeigh, others 1991-1996
- Tchaikovsky International Competition, Moscow, Russia official accompanist for singers
- Bolshoi Theater, Moscow, Russia accompanist for singers 1988-1990
- Aspen Music Festival, CO accompanying (studios of A.Schein, D. DeLay, W.Sharp, D. Finkel) 1991-1992
- Tchaikovsky Conservatory, Moscow, Russia accompanist for singers and instrumentalists 1983-1990

#### **EDUCATIONAL BACKGROUND**

University of Southern California

1993-1996

Doctor of Musical Arts, Piano Performance

Class of Daniel Pollack (Piano)

Class of Cherry Rhodes (Organ)

Class of William Schaefer (Conducting)

University of Southern California

1990-1993

Master of Music, Piano Performance (with Daniel Pollack)

- Aspen Summer Festival and Music School, with Ann Schein 1991-1992
- Tchaikovsky Conservatory in Moscow, Diploma (Piano, Organ and Theory) 1983-1990

Class of Alexander Sobolev (Piano)

Class of Lev Vlasenko & Mikhail Pletnev (Piano)

Class of Leonid Royzman (Organ)

Masterclasses/coaching with Herbert Stessin, Robert Levin, Steven Kovacevich, Lev Naumov

## **RECORDINGS AND LIVE BROADCASTS**

2 CDs on Alexei's Records label 1997-1998

- 4 CDs on CMK Classics Label 2000-2002
- PBS and CBS national/affiliates, Century and Continental Cable TV, CRN Cable 1990-2004
- Numerous NPR live broadcasts from Washington D.C., Phoenix, Los Angeles, Fort Worth 1996-present
- Russian and Mongolian State TV and Radio 1983, 1986, 1993, 1994
- KTCU and KPAC radio, TX, WQXR radio, NY and KBYU radio, UT 1991-1994

#### LAWRENCE JOHNSON

#### Tenor

**EDUCATION:** Doctorate in Music - Voice Performance

Northwestern University (ABD)

Master in Music - Voice Performance

Northwestern University

Bachelor of Arts - Piano Performance University of Wisconsin - LaCrosse

**EXPERIENCE:** Assistant Professor of Voice

Southern Utah University, Cedar City, UT

Rodolfo, *La Bohème* Don José, *Carmen* 

Belmonte, Die Entführung aus dem Serail

Rinuccio. Gianni Schicchi

Werther, Werther

Tamino, *The Magic Flute* Ferrando, *Così fan tutte* 

Danilo Danilovitch, The Merry Widow

Elvino, *La Sonnambula* Don Ottavio, *Don Giovanni* 

Count Alberto. L'occasione fa il ladro

Don Ramiro, La Cenerentola

Count Almaviva, The Barber of Seville

Alfred, Die Fledermaus

Basilio, The Marriage of Figaro

Cassio, Otello Gastón, La Traviata Borsa, Rigoletto Bardolfo, Falstaff

Numerous oratorios, including *Messiah, Elijah, St. John's Passion, Magnificat*, Beethoven's Ninth Symphony

Master classes with Sherrill Milnes, Tito Capobianco, Elly Ameling,

Tony Randall, Geoffrey Parsons, Martin Katz

Professional accompanist for numerous studios, recitals, competitions, concerts and shows

Voice and Piano studio; Organist/Choir Director

AWARDS: International Finalist, Luciano Pavarotti International Voice

Competition, Philadelphia

Regional Finalist, Metropolitan Opera Auditions, Chicago

Winner, Graduate Men's Division NATS Competition, Wisconsin State

Phi Kappa Lambda National Music Honors Fraternity

Blue Key National Honors Fraternity

# Carol Ann Janes [Hill] Modesitt Summary of Training and Experience

Primary Performing Area: Voice—Soprano

Secondary Area: Piano

Tenured: Professor

#### **Formal Education**

1981 Private Study with Vera Rozsa in London, England

1972-1973 Eastern Kentucky University; Richmond Kentucky

M.M.: Voice

Principal Teacher: Dr. Donald Henrickson

1969-1970 Florida State University; Tallahasee, Florida

Graduate Study; work toward Masters in Music

Principal Teachers: Eugene Talley Schmidt, Jeanette Peccorello

1966-1968 Utah State University; Logan, Utah

B.A., Major: Music; lack one course for second major in Theater Arts.

Principal Teacher: Dr. William Ramsay

1965-1966 Kentucky Southern College: Louisville, Kentucky

Principal Teacher: Dr. William Ramsay

## **Professional Consulting Experience**

Vocal Consultant for Utah Shakespearean Festival Judge for the 2003 Utah Performing Arts Roster

## **Teaching Experience**

1993-present Southern Utah University; Cedar City, Utah

Professor of Voice and Opera (Tenured) Chair, Music Department 2005-2006 Chair, Music Department 1998-1999

Director of SUU Opera and Women's Chorus Studio Voice, Class Voice, Introduction to Music,

Elementary Methods, Diction for Singers

1990-1993 Plymouth State University; Plymouth, New Hampshire

Artist in Residence; Director of Vocal Music

Director of The Company

Studio Voice; English, german, French, Italian, and Latin Diction; Literature for Voice;

Vocal Pedagogy; American Musical Theater Opera and Oratorio History and Literature

| 1984-1990 | University of Colorado; Boulder, Colorado<br>Visiting Assistant Professor |
|-----------|---------------------------------------------------------------------------|
|           | Studio Voice, English Diction and Repertoire                              |
|           | Vocal Pedagogy and Literature for Young Voices                            |
|           | Supervised Graduate Student Teaching in Continuing Education and          |
|           | University Laboratory Program                                             |
| 1988-1989 | Director, Chamber Choir and Jasmine jazz Choir                            |
|           | Boulder High School                                                       |
| 1983-1984 | Graceland College; Lamoni, Iowa                                           |
|           | Studio Voice                                                              |
|           | English, French, German, Italian Diction                                  |
| 1983      | Iowa State University; Ames, Iowa                                         |
|           | Studio Voice                                                              |
| 1979-1983 | Utah State University; Logan, Utah                                        |
|           | Studio Voice; Class Voice; Vocal Pedagogy                                 |
| 1978-1979 | German, French, Italian, and English Diction and Repertoire               |
|           | Opera Workshop; Musical Theater Production;                               |
|           | Music Fundamentals; Voice and Choral Director for Musical Productions     |
| 1976-1978 | Seton Hill University; Greensburg, Pennsylvania                           |
|           | Studio Voice                                                              |
| 1974-1978 | Duquesne University; Pittsburgh, Pennsylvania                             |
|           | Studio Voice                                                              |
| 1973-1974 | Eastern Kentucky University; Richmond, Kentucky                           |
|           | Studio Voice                                                              |
| 1972-1974 | Cumberland College; Williamsburg, Kentucky                                |
|           | Studio Voice; Class Voice; Beginning Music Theory                         |

## Dr. Patrick Roulet, Percussion CURRICULUM VITAE

## **FORMAL EDUCATION**

University of Washington, Doctor of Musical Arts in percussion performance, 2002 Boston University, Master of Music in percussion performance, 1992 University of Michigan, Bachelor of Music in percussion performance, 1990

## **COLLEGE TEACHING EXPERIENCE**

Southern Utah University, Cedar City, UT: Assistant Professor, 2004-present Courses Taught:

- Applied Percussion
- Percussion Ensemble
- Percussion Methods
- Jazz Ensemble
- Music History I and II
- Music Appreciation
- American Popular Music
- Arts Retrospective: "Giants of the Century," an interdisciplinary course encompassing music, theater, and art
- First Year Seminar

## Service Activities

- Chair, Music Department Curriculum Committee
- Assisted Music Department Chair in NASM Self-study document
- Serve as Faculty advisor for collegiate MENC chapter and SUU Music Club
- Assist colleagues with percussion needs in band, orchestra, and choirs
- Coordinator and host, Southern Utah Day of Percussion, 2007
- Actively recruit percussionists for the department
- Maintain, repair, assess and purchase percussion instruments for department

Western Washington University, Bellingham, WA: Adjunct Faculty, 1994-2004 Courses Taught:

- Applied Percussion
- Percussion Methods and Percussion Pedagogy
- American Popular Music
- Percussion Ensemble

#### Service Activities:

- Actively recruited percussionists for the department
- Hosted regional Percussive Arts Society events on campus, 1998-2004
- Created and maintained the Percussion Studies Web page
- Served as Affiliate Faculty Representative on the Music Department Executive Committee:
- Served on Steering Committee, United Faculty of Western Washington University

Western Washington University Dance Program: Lecturer, 1999-2002 Teaching and Administrative Duties:

- Designed and taught a course on the principles of dance accompaniment for dancers and musicians
- Accompanied modern dance classes
- Scheduled dance accompanists for modern dance classes
- Collaborated with dance faculty to create original works for dance and percussion

#### FORMAL PERCUSSION STUDY

Tom Collier, Director of Percussion Studies, University of Washington

Michael Crusoe, Timpanist, Seattle Symphony Orchestra.

Dr. Randall Eyles, Principal Percussion, U.S. Air Force Band

Kenneth Harbison, Assistant Principal Percussion, National Symphony Orchestra

Dr. Laurence Kaptain, Percussion Instructor, University of Michigan

Salvatore Rabbio, Timpanist, Detroit Symphony Orchestra

Charles J. Smith, Solo Xylophonist/Percussionist, Boston Symphony Orchestra

Dr. Michael Udow, Director of Percussion Studies, University of Michigan

#### PERFORMANCE EXPERIENCE

#### **Orchestral and Concert**

| 2007         | Seattle Symphony Orchestra                                |
|--------------|-----------------------------------------------------------|
| 2003-2006    | Bellingham Festival of Music Principal Percussion/Timpani |
| 2004-present | Orchestra of Southern Utah, Principal Percussion/Timpani  |
| 2001-2004    | Seattle Symphony and Seattle Opera Orchestras             |

The American Sinfonietta – appointed Principal Percussion/Timpani in 2002 1998-2002

1998-2004 Pacific Northwest Ballet Orchestra, Seattle, Washington

2001 American Ballet Theater - Seattle touring production, Principal Percussion

| 1999-2000 | Cascade Festival of Music Orchestra, Bend, Oregon                                     |
|-----------|---------------------------------------------------------------------------------------|
| 1994-97   | Bellevue Philharmonic Orchestra, Bellevue, Washington                                 |
|           | ber Ensemble Performances                                                             |
| 2006-07   | Faculty solo and chamber recitals, New England Music Camp                             |
| 2005      | "Shakespeare Goes Chamber" Southern Utah University Faculty Recital                   |
| 2005      | Soloist with the Bishop Ireton High School Wind Ensemble, Dr. Randall Eyles, Director |
| 2005      | Southern Utah University Symphony Orchestra and Wind Symphony, percussion concerto    |
| soloist   |                                                                                       |
| 2004      | Bellingham Festival of Music Chamber Concert, Stravinsky, L'Histoire du Soldat        |
| 2004      | Pacific Rims Percussion Quartet with the Seattle Chamber Orchestra at Benaroya Hall,  |
| Seattle   |                                                                                       |
| 2003      | Toni Tennille Sings Big Band, Skagit Valley Casino, vibes and percussion              |
| 2002      | Whatcom Symphony Orchestra, Bellingham, WA Soloist                                    |
| 2002      | Sandip Burman and Friends "East Meets Jazz" Northwest Tour, vibes                     |
| 2001      | Bellingham Festival of Music. Featured soloist with "J.C. Combs and Friends"          |
| 2000      | Western Washington University Wind Symphony, percussion concerto soloist              |

#### **PUBLICATIONS AND PRESENTATIONS**

2007 Instructor and student resource manual and test bank for the textbook, *American Popular Music: Minstrelsy to MP3*, second edition by Larry Starr and Christopher Waterman. Available online: <a href="http://www.oup.com/us/popmusic">http://www.oup.com/us/popmusic</a>

2006 "Jazz Genesis and Evolution" University of Ghana, Legon, Ghana, Africa "Milt Jackson and Bags' Groove." *Percussive Notes*, (February 2003): 6-19

Skagit Valley Band, percussion and xylophone soloist

## **RECORDINGS AND BROADCASTs**

Seattle Symphony Orchestra, Seattle, WA. Performance and television broadcast with the Seattle Symphony on their self-produced television program, *Seattle Symphony From Benaroya Hall*: Broadcast on KCTS April 2007

*Performance Today,* National Public Radio, Bellingham Festival of Music live performance of Mozart's, Overture to the *Abduction from the Seraglio*. Air date: October 5, 2006

*Performance Today,* National Public Radio, Bellingham Festival of Music, live performance of Richard Strauss's *Horn Concerto No. 2*, Air Date: October 11, 200

Cantate 2000: The Seattle Girl Choir with Jackson Berkey. (2000). Omaha: SDG Records SDG CD20

## Dr. Laurine Grace St. Pierre Conductor/Studio Voice/Mezzo Soprano/Music Education

#### **EDUCATION**

2000

| <b>Doctor of Musical Arts-Choral Conducting</b> University of Missouri-Kansas City, |
|-------------------------------------------------------------------------------------|
| Conservatory of Music Dissertation: The Choral Compositions of American Composer    |
| Paul Creston: A Historical Perspective, Stylistic Analysis and Analytical Survey    |
| Doctoral Studies-Voice Performance-The University of Texas at Austin (40 credits )  |
| Master of Music-Voice Performance - University of Wisconsin-Madison                 |
| Bachelor of Music Voice Performance                                                 |
| Bachelor of Music Education - Both Degrees from the University of Wisconsin-Madison |
|                                                                                     |

#### **COLLEGE/UNIVERSITY TEACHING POSITIONS**

2004-Present Southern Utah University, Cedar City, Utah

#### Assistant Professor, Director of Choral Activities/Studio Voice

- Coordinate and administrate all choral area activities, including programming and recruiting;
- Direct all ensembles: Concert Choir, OPUS Chamber Choir and Women's Choir;
- Classes Taught: Applied Studio of voice majors, Choral Literature and Methods, Advanced Choral Conducting, Second Year Aural Skills

## Other SUU duties and related community and state activities:

- **OPUS Chamber Choir-**selected to perform Duruflé *Requiem* at Regional ACDA Convention in Salt Lake, Paul Salamunovich, conducting-2006.
- **Co-coordinator and conductor-**SUU *Mozart Festival*, Febraury 2006.
- **Director-Festival City Community Chorale**. 2005-present. Prepared chorus for OSU *Messiah* performances, Beethoven *Ninth*-December 2005, 2006.
- Guest and Assistant Conductor, Orchestra of Southern Utah. 2005-present.
- Guest Conductor, coordinator and guest clinician: Third Annual High School Chamber Choral Celebration, "An American Salute", Fall-2005.
- 2006-7 Annual Choral Festival-Director and Coordinator: Southern Utah University and Orchestra of Southern Utah Spring Choral Festival, "A Night at the Opera", Dr. Craig Jessop, guest clinician and conductor.
- Utah ACDA State Board of Directors-Appointment: State Repertoire and Standards Co-Chair for Four Year Universities and Colleges, 2005-present
- Regional and local adjudicator and clinician. 2005-present.
- NATS member/adjudicator, 1994-present. Voice students have received awards and placed at local and regional NATS. Five of my students took first place in their respective collegiate divisions in tri-state Regional NATS 2006.

#### 2000-2004 Indiana University Southeast, New Albany, Indiana

Assistant Professor, Director of Choral Activities and Vocal Studies/ Studio Voice/Director of Opera

- Supervised, coordinated and administrated choral/vocal area, taught a full studio of voice majors up to 18 per semester.
- Directed all choral ensembles, including Chamber Singers, Concert Choir, Vocal Jazz, Choral Arts Society and Women's Ensemble.
- Founded and directed the IUS Opera Theater in 2005 and all subsequent Opera Productions
- Classroom teaching: Beginning Conducting, Vocal Pedagogy, Language Diction for Singers, Vocal/Choral Literature, Music Appreciation, directed Graduate Independent Studies in Music;

Augustana College, Rock Island, Illinois
Assistant Professor, Voice and Choral (Full time-tenure track))
Studio Voice Jenny Lind-Women's Choral Ensemble, Vocal Pedagogy.
Highlight: Artistic and Musical Director and supervisor of senior capstone project, Ordo Virtutem of Hildegaard von Bingen, first university production to be done in the United States.

1994-1995 Fort Hays State University-Hays, Kansas

Director of Choral Activities/Studio Voice/Director of Opera.

Directed all choral ensembles, including Chamber Singers, Vocal Jazz, Concert

Choir, and Community Chorus, Opera/Musical Theater.

**Classroom Teaching:** Studio Voice, Language Diction, Vocal Pedagogy.

## **ELEMENTARY/JUNIOR HIGH TEACHING POSITIONS**

1991-1994 St. Thomas More School-Kansas City, Missouri Pre-school through eighth grade music.
 Taught general music education classes, put on musicals and numerous concerts.
 St. Mary Magdalen School-St. Louis, Missouri

## PROFESSIONAL AWARDS AND SCHOLARLY ACTIVITY:

| 2007 | Paper Presentation-January 2007. One of four SUU professors selected to        |
|------|--------------------------------------------------------------------------------|
|      | present a paper for Southern Utah University Tanner Symposium on the Arts and  |
|      | Culture in America.                                                            |
| 2002 | Summer Research Faculty Fellowship. Indiana University Southeast.              |
| 1994 | Women's Council Grant Award for Doctoral Research. University of Missouri      |
| 1994 | Outstanding Doctoral Student Vocal Achievement Award - University of Missouri, |
|      | Kansas City.                                                                   |

## SELECTED ADJUDICATION AND CLINICIAN EXPERIENCE

| 2007                              | Adjudicator-State Regional Large Choral Ensembles                                     |
|-----------------------------------|---------------------------------------------------------------------------------------|
| 2006                              | Adjudicator- High School Solo and Choral Music Festival-St. George, Utah              |
| 2005                              | Adjudicator-State Solo and Ensemble Contest-Utah                                      |
| 2005                              | Guest Conductor and Clinician-Orchestra of Southern Utah High School Choral Festival- |
| "An American Salute"              |                                                                                       |
| 2004-2005                         | Clinician, Adjudicator and Guest Conductor-Utah Music Festivals                       |
| 2001, 2002, 2003                  | Guest Conductor/Clinician for Indiana Women's Festival                                |
| 2000-2001                         | Clinician-Governor's School for the Arts-Louisville, Kentucky                         |
| CURRENT PROFESSIONAL AFFILIATIONS |                                                                                       |
| 1001 Duanast                      | Amaginan Charal Directors Association                                                 |

1991-Present American Choral Directors Association.

1994-Present National Association of Teachers of Singing. Vice President-Las Vegas Chapter-

1994-Present National Music Honor Society-Pi Kappa Lambda

## **TEACHING CERTIFICATIONS**

Missouri Lifetime Teaching Certification in Music for grades 7-12.

## Mark A. Stickney Low Brass, Director of Bands EDUCATION

| Rutgers, The State University of New Jersey, New Brunswick, NJ | 2006        |
|----------------------------------------------------------------|-------------|
| DMA, Wind Conducting.                                          |             |
| Major Professor: William Berz                                  |             |
| Major Paper: Overview of Swedish Wind Music.                   |             |
| University of Rhode Island, Kingston, RI                       | 1999 – 2001 |
| Graduate studies in music education, conducting, and tuba.     |             |
| Montclair State University, Upper Montclair, NJ                | 1998        |
| MA, Tuba Performance.                                          |             |
| Major Professor, Stephen Johns                                 |             |
| Gettysburg College, Gettysburg, PA                             | 1995        |
| BA, Music and Religion.                                        |             |

**COLLEGE TEACHING EXPERIENCE** Southern Utah University, Cedar City, UT 2006 -Visiting Assistant Professor, Director of Bands, Music Responsibilities: Wind Symphony, Athletic Bands, Conducting, Instrumental Methods, Brass Ensemble. Brass Methods, Applied Low Brass, Coordinator of Southern Utah Honor Band. Rutgers University, New Brunswick, NJ 2003 -Teaching Assistant, Music Responsibilities: Assist with Wind Ensemble, Symphony Band, Brass Ensemble, and University Sinfonia Salve Regina University, Newport, RI 1999 -2004 Adjunct Instructor, Music Responsibilities: Applied Euphonium, Applied Trombone, Applied Tuba, and Brass Ensemble. The Community College of Rhode Island, Warwick, RI 2002 -2003 Adjunct Instructor, Music Responsibilities: Applied Trombone. University of Rhode Island, Kingston, RI 2001 - 2002**Assistant Band Director** Responsibilities: Director of Basketball Bands, Coordinator: Southern New England Honor Band University of Rhode Island, Kingston, RI 1999 - 2001Graduate Assistant in Band Responsibilities: Assistant Director of Wind Ensemble, Marching Band Instructor, Jazz Combo Teaching Assistant for Music Appreciation and History of Jazz courses. Oklahoma Panhandle State University, Goodwell, OK 1998 -1999 Director of Bands Responsibilities: Applied Brass, Concert Band, Instrumental Conducting, Instrumental Methods, Band, Percussion Methods, Jazz Ensemble, and Music Theory. Montclair State University, Upper Montclair, NJ 1996 -1998 Graduate Assistant in Band Responsibilities: Assistant Band Director, Big Band Director, and Brass Ensemble Coach.

#### ADDITIONAL EXPERIENCE

## Newport Music Festival, Newport, RI

1999 -

Present

**Production Supervisor** 

Responsibilities: Staging, lighting, and sound, for multiple venue summer music festival.

## Elmhurst Elementary School, Portsmouth, RI

Spring,

2003

Long Term Music Substitute

Responsibilities: General music grades k-4.

### ADJUDICATIONS/CLINICS

Rhode Island College, Providence, RI

Jan

2005

Principal Conductor for RIC Instrumental Conducting Symposium

Ocean State Youth Orchestra, East Greenwich, RI 2003

Adjudicator for concerto competition

University of Rhode Island, Kingston, RI Jan

2003

Adjudicator for concerto competition

Rhode Island MENC Solo and Ensemble, Providence, RI

Nov

Feb

2002

Trombone judge for festival

#### Virginia K. Stitt

Southern Utah University

CPVA, Music Department, Assoc. Prof. of Music Tenured: 1984 Effective Date of Rank: 1984

**Academic Degrees:** 

B.S. in Music Ed. University of Illinois (Urbana) 1969

M.A. in Music Ed.

University of Northern Colorado (Greeley) 1970

M.M. Woodwind Specialist Michigan State University (East Lansing) 1974

D.M.A. University of Iowa (Iowa City) 1979

## **Professional Licenses/Certificates/Diplomas:**

Teaching Certificates K-12 music – Illinois/Colorado/Michigan

**Additional Studies:** 

Stacy English Horn Seminar Participant 1995-

Hove English Horn Seminar Participant 2005-McFarland English Horn Seminar Participant 2006-

Present Teaching Position: 1977-1984; 1986-present

Associate Professor of Music

Courses taught 2000-

Musc 1010 – Introduction to Music

Musc 1110/1130 - First Year Music Theory I/II

Musc 3070 – Form and Analysis

Musc 3220 – Chamber Winds (woodwind ensembles)

Musc 3500 – Music History IMusc 3720 – Woodwind Methods

Musc 3900 – Music for the Elementary Teacher Musc 4060 – Orchestration and Arranging

Musc 490E – Music for the Elementary Teacher

Musc 1410/2410/3410/4410 – Private Applied Woodwinds (flute, oboe, bassoon)

#### Professional/Creative/and Scholarly Activities

Music Director of Utah Shakespearean Festival Greenshow (1997-2005)

Southwest Symphony - Assist. conductor/viola/English horn/oboe/bassoon (1983-

Southwest Symphony Strings - Director/viola/oboe/bassoon (1995-

Orchestra of southern Utah - viola/English horn/bassoon (1977-

Annual solo and ensemble performances

Annual attendance at the International Double Reed Society conferences

Articles published in 2003 and 2005 in the Journal of the International Double Reed society

Annual attendance at Utah Mid-winter Music Educator's conferences (presented 2005)

Attended and hosted Master Classes for flute, oboe, bassoon and saxophone players

## Consulting, University Service, Community Service

Reviewer for Exploring Music Today by Hickok and Charlton, pub. McGraw-Hill

SUU Faculty Senate (2002-2005 – Executive committee, parliamentarian 2003-2005);

(2007-2010 – Executive committee, parliamentarian 2007-2008)
SUU CPVA Graduation Convocation – co-chair with Kay Anderson (1998-Supervise Music Education Student Teachers
Various LRT committees/search committees/PECC member/Senate Academic Affairs
Committee/Scholarship Achievement Committee
Adjudicator at Utah Region Solo and Ensemble Competitions

#### Xun Sun

Southern Utah University Department of Music 351 W. Center St. Cedar City, Utah 84720

#### **Current Positions:**

- Director of Orchestra Activities Southern Utah University
- Assistant Professor of Violin, SUU Music Department
- Music Director and Conductor of the Orchestra of Southern Utah
- Principal Guest Conductor of Hunan Symphony Orchestra

#### **Education:**

- Pursuing Doctor Degree in Music Education at Teachers College, Columbia University, New York City (started summer 2004)
- Master of Music in Orchestral Conducting --- University of Missouri-Kansas City Conservatory of Music (2002)
- Master of Music in Violin Performance --- UMKC Conservatory of Music (2000)
- Bachelor of Music Arts in Violin Performance ---- Wuhan Conservatory of Music, China (1982)

#### **Primary Teachers:**

**Conducting:** Dr. Robert Olson, Dr. Victoria Bond, Professor Kenneth Kiesler

Violin: Professor Burton Kaplan, Professor Patrick Rufferty, Professor Benny Kim

#### **Professional Experience:**

## As conductor:

- 2001 -Current Director/Conductor of the SUU Orchestra and String Ensemble
- 2002-Current Music Director/Conductor of the Orchestra of Southern Utah
- 2005- Current Principal Guest Conductor of Hunan Symphony Orchestra, China

#### As violinist:

- Concertmaster of University of Missouri-Kansas City Conservatory
- Symphony Orchestra and Chamber Orchestra
- Concertmaster of Hunan Symphony Orchestra
- Concertmaster of Wuhan Conservatory of Music
- Kansas City Symphony Orchestra
- Kansas City Chamber Orchestra
- St. Joseph Symphony Orchestra

#### 1995-98

- West Virginia Symphony Orchestra, West Virginia
- Tuscaloosa Symphony Orchestra, Alabama
- Birmingham Symphony Orchestra, Alabama
- Alabama Chamber Orchestra, Birmingham
- Lyric Mountain Music Festival, Pennsylvania

## Appendix D. Resources: Facilities and Faculty

The following charts and schedules illustrate how the current facilities and faculty resources will be managed in order to offer the BM degree in music.

## Faculty Workloads-2-Year Rotation

#### Fall 1

Keith Bradshaw: MUSC 1110 Theory I (3)

MUSC 2110 Theory III (3)

MUSC 3070 Form and Analysis (3)

Chair (3)

TOTAL = 12 Credits

Kirill Gliadkovsky: MUSC 3500 Music History I (3)

MUSC 3460 Piano Pedagogy I (3)

Applied Music (6) TOTAL = 12 Credits

Larry Johnson Applied Music (12)

TOTAL = 12 Credits

Carol Ann Modesitt: MUSC 1170 Ital/Eng Dict/Lit (3)

MUSC 3370 Opera Workshop (4)

Applied Music (5) TOTAL = 12 Credits

Patrick Roulet: MUSC 1020 Am. Popular Music (3)

MUSC 3740 Percussion Method (2) MUSC 3240 Percussion Ensemble (2)

PVA Arts Retrospective (1)

Applied Music (4) TOTAL = 12 Credits

Mark Stickney: MUSC 2350 Fund. Of Conducting (2)

MUSC 3320 Band (4)

MUSC 490I Instrumental Methods (2) MUSC 3210 Brass Ensemble (2)

Applied Music (2) TOTAL = 12 Credits Virginia Stitt MUSC 1110 Theory I (3)

MUSC 3720 Woodwind Methods (2) MUSC 3220 Woodwind Ensemble (2)

Applied Music (5) TOTAL = 12 Credits

Grace St. Pierre MUSC 3350 Opus Choir (4)

MUSC 3360 Concert Choir (4) MUSC 490C Choral Methods (2)

Applied Music (2) TOTAL = 12 Credits

Xun Sun MUSC 3380 Orchestra (4)

MUSC 3230 String Ensemble (1)

Applied Music (7) TOTAL = 12 Credits

Courses taught by adjuncts: MUSC 1010, 1130, 1150, 2130, 3900, and Applied.

## Spring 1

Keith Bradshaw: MUSC 1120 Theory II (3)

MUSC 2120 Theory VI (3)

MUSC 4060 Orchestration/Arranging (3)

Chair (3)

TOTAL = 12 Credits

Kirill Gliadkovsky: MUSC 3500 Music History II (3)

MUSC 3460 Piano Pedagogy II (3)

Applied Music (6) TOTAL = 12 Credits

Larry Johnson MUSC 2670 German Diction/Lit (3)

MUSC 1070 Class Voice (2)

Applied Music (7) TOTAL = 12 Credits

Carol Ann Modesitt: MUSC 3370 Opera Workshop (4)

MUSC 1620 Intro to Opera Production (2) MUSC 4620 Vocal Pedagogy Seminar (1)

Applied Music (5) TOTAL = 12 Credits Patrick Roulet: MUSC 1020 Am. Popular Music (3)

MUSC 1020 Am. Popular Music (3) MUSC 3240 Percussion Ensemble (2)

PVA Arts Retrospective (1)

Applied Music (3) TOTAL = 12 Credits

Mark Stickney: MUSC 3700 Brass Methods (2)

MUSC 3320 Band (4)

MUSC 3210 Brass Ensemble (2)

Applied Music (4) TOTAL = 12 Credits

Virginia Stitt MUSC 1120 Theory II (3)

MUSC 3220 Woodwind Ensemble (2)

Applied Music (7) TOTAL = 12 Credits

Grace St. Pierre MUSC 3350 Opus Choir (4)

MUSC 3360 Concert Choir (4)

MUSC 4360 Advanced Choral Conducting (2)

Applied Music (2) TOTAL = 12 Credits

Xun Sun MUSC 3380 Orchestra (4)

MUSC 3230 String Ensemble (1)

MUSC 4350 Advanced Instrumental Conducting (2)

Applied Music (5) TOTAL = 12 Credits

Courses taught by adjuncts: MUSC 1010, 1140, 1160, 2140, 2180, 2710, 3750, 3900, and Applied.

#### Fall 2

Keith Bradshaw: MUSC 1110 Theory I (3)

MUSC 2110 Theory III (3)

MUSC 3070 Form and Analysis (3)

Chair (3)

TOTAL = 12 Credits

Kirill Gliadkovsky: MUSC 3500 Music History I (3)

MUSC 2420 Piano Lit/History I (3)

Applied Music (6) TOTAL = 12 Credits

Larry Johnson MUSC 3370 Opera Workshop (4)

Applied Music (8) TOTAL = 12 Credits

Carol Ann Modesitt: MUSC 1170 Ital/Eng Dict/Lit (3)

MUSC 4610 Vocal Pedagogy (3)

Applied Music (6) TOTAL = 12 Credits

Patrick Roulet: MUSC 1020 Am. Popular Music (3)

MUSC 3740 Percussion Method (2) MUSC 3240 Percussion Ensemble (2)

PVA Arts Retrospective (1)

Applied Music (4) TOTAL = 12 Credits

Mark Stickney: MUSC 2350 Fund. Of Conducting (2)

MUSC 3320 Band (4)

MUSC 4710 Instrumental Ensemble Lit (2)

MUSC 3210 Brass Ensemble (2)

Applied Music (2) TOTAL = 12 Credits

Virginia Stitt MUSC 1110 Theory I (3)

MUSC 3720 Woodwind Methods (2) MUSC 3220 Woodwind Ensemble (2)

Applied Music (5) TOTAL = 12 Credits

Grace St. Pierre MUSC 3350 Opus Choir (4)

MUSC 3360 Concert Choir (4) MUSC 4700 Choral Lit. (2)

Applied Music (2) TOTAL = 12 Credits

Xun Sun MUSC 3380 Orchestra (4)

MUSC 3230 String Ensemble (1)

Applied Music (7) TOTAL = 12 Credits Courses taught by adjuncts: MUSC 1010, 1130, 1150, 2130, 3750, 3900, and Applied.

## Spring 2

Keith Bradshaw: MUSC 1120 Theory II (3)

MUSC 2120 Theory VI (3)

MUSC 4060 Orchestration/Arranging (3)

Chair (3)

TOTAL = 12 Credits

Kirill Gliadkovsky: MUSC 3500 Music History II (3)

MUSC 2430 Piano Lit/History II (3)

Applied Music (6) TOTAL = 12 Credits

Larry Johnson MUSC 2670 French Diction/Lit (3)

MUSC 1070 Class Voice (2)

Applied Music (7) TOTAL = 12 Credits

Carol Ann Modesitt: MUSC 3370 Opera Workshop (4)

MUSC 1620 Intro to Opera Production (2)

Applied Music (6) TOTAL = 12 Credits

Patrick Roulet: MUSC 1020 Am. Popular Music (3)

MUSC 1020 Am. Popular Music (3) MUSC 3240 Percussion Ensemble (2)

PVA Arts Retrospective (1)

Applied Music (3) TOTAL = 12 Credits

Mark Stickney: MUSC 3700 Brass Methods (2)

MUSC 3320 Band (4)

MUSC 3210 Brass Ensemble (2)

Applied Music (4) TOTAL = 12 Credits

Virginia Stitt MUSC 1120 Theory II (3)

MUSC 3220 Woodwind Ensemble (2)

Applied Music (7) TOTAL = 12 Credits

Grace St. Pierre MUSC 3350 Opus Choir (4)

MUSC 3360 Concert Choir (4)

MUSC 4360 Advanced Choral Conducting (2)

Applied Music (2) TOTAL = 12 Credits

Xun Sun MUSC 3380 Orchestra (4)

MUSC 3230 String Ensemble (1)

MUSC 4350 Advanced Instrumental Conducting (2)

Applied Music (5) TOTAL = 12 Credits

Courses taught by adjuncts: MUSC 1010, 1140, 1160, 2140, 2180, 2710, 3750, 3900, and Applied.

## May 30, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Revision to Regents' Policy R312 (UVU Change in Classification)-

Action Item

#### Issue

Regents' Policy R312 currently classifies Utah Valley State College (Utah Valley University: effective July 2008) as a Baccalaureate College/Associate College. Utah Valley State College was granted University status and approved to offer master's degrees in 2008. Thus, Utah Valley University will be reclassified under Master's Colleges and Universities in R312.

## Background

Regents' Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles, classifies each of the Utah System of Higher Education institutions into one of five categories: Doctoral/Research Universities, Master's Colleges and Universities, Baccalaureate Colleges/Associate's Colleges, Comprehensive Community Colleges/Associate's Colleges, and Technical Colleges. Regent's Policy R312, which was first adopted by the Board in May 2003, requires the Regents to "review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah." At this time, additional work and consideration is needed on the more extensive revisions to R312. However, an amendment for changing the classification of Utah Valley State College and changing the name to Utah Valley University is needed now in conformity with state law, which will become effective July 1, 2008.

Specifically, Utah Valley University will be classified as a Master's College and University. An institution classified as a Master's College and University "awards at least 50 master's degrees and fewer than 20 doctoral degrees per year." Although Utah Valley University does not currently meet the definition criterion of 50 master's degrees they are expected to do so in the next decade. Thus, this caveat will be added to R312 to accommodate Utah Valley University as a Master's College and University. Finally, Utah Valley University's new mission statement will be incorporated to R312. These three changes (institutional name change, re-classification, and new mission statement) are outlined in the attachment.

## Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to change Utah Valley State College's (Utah Valley University: effective July 2008) classification in R312 from a Baccalaureate College/Associate College to a Master's College and University.

David L. Buhler
Interim Commissioner of Higher Education

DLB/JMC Attachment

## R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

## R312-5. Master's Colleges and Universities: Type II.

(Weber State University, Southern Utah University, Utah Valley University)

- **5.1. Definition** Type II institutions Master's Colleges and Universities typically offer a wide range of associate and baccalaureate programs, and are committed to graduate education through the master's degree. Master's granting institutions generally award 40 or more master's degrees per year across three or more disciplines. No course work or awards above the master's level are offered. Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year.
- \*Utah Valley University was approved to offer master's degrees in 2008. They have not awarded 50 master's degrees but expect to do so in the next decade.
- **5.1.1 Enrollment Profile-** Very high undergraduate. Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for less than 10% of FTE enrollment.
- **5.9.** Utah Valley University Institutional Mission Statement

<u>Utah Valley University Mission Statement (2007):</u> <u>Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on the foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.</u>

## May 21, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

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

(Programs) Committee

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

## A. University of Utah – Discontinuance of the Physical Therapy BS

<u>Request</u>: The University of Utah seeks to discontinue the Bachelor of Science degree in Physical Therapy Studies, effective immediately. With the implementation of the Doctor of Physical Therapy in 2004, there is no further need for the BS.

<u>Need</u>: This degree is a remnant of the Master of Physical Therapy degree that has been discontinued. The last Bachelor of Science degree in Physical Therapy Studies was awarded in 2003 and it has not been awarded since.

<u>Impact</u>: No students have pursued the degree since that time and none is currently pursing it. All programs in physical therapy are at the graduate level with essentially all of them offering the Doctor of Physical Therapy degree. None of these programs offers additional bachelor's degrees.

**Finances**: There is no downside financially to the program or institution by discontinuing this degree.

## B. Utah State University - Bachelor of Science in Economics Degrees in China

**Request**: Utah State University seeks authorization to offer its approved Bachelor of Science in Economics degree in China, effective Fall 2008.

**Need**: Utah State University has worked collaboratively with institutions in China to deliver the Bachelor of Science in Interdisciplinary Studies, with concentrations in International Economics and Information Technology, since 2000. Partner institutions include Northeast Dianli University (Jilin City), the Beijing Institute of Technology (Beijing), and the Institute for Advanced Learning (Hong Kong). At present there are approximately 600 students enrolled in these programs.

Instruction in these programs is provided through an enhanced model of distance delivery, where course materials and examinations are prepared in an online accessible Blackboard Vista format by Utah State University faculty. These materials provide the basis for face-to-face instruction by Chinese faculty in the classroom of USU's partner institutions who are selected and approved by USU. All courses are taught in English. Supervising administrators and faculty from USU periodically visit these sites to provide oversight and to direct additional educational experiences for USU students.

In reviewing the program it has been determined that a large portion of these students would be better served by the more specialized and marketable Bachelor of Science in Economics degree. The Department of Economics is prepared to administer, oversee and direct this degree offering. Under this proposal, Utah State University would begin offering the Bachelor of Science in Economics upon approval of the Utah State Board of Regents and the Chinese Ministry of Education. The university intends to phase out the delivery of the Bachelor of Science in Interdisciplinary Studies in China once the economics degree is authorized. The program will be self-supporting and offered in collaboration with existing partners.

Institutional Impact: From an institutional standpoint, the impact of this transition is expected to be minimal. Students in the Interdisciplinary Studies program are already receiving a significant number of economics courses. Hence, transitioning to the economics degree will only involve a few minor course adjustments, reducing coverage in information technology and adding economics courses in their place. As a part of the transition, the existing program administrator and staff will be reassigned from the Regional Campus and Distance Education unit to the Department of Economics. As these employees will remain in their present office location, this will be simply an administrative transition, not a physical relocation. Hence, no additional costs are expected to be incurred.

<u>Finances</u>: From its inception, the programs delivered in China by Utah State University have been delivered on a self-support basis. Transitioning to an economics degree is perceived by USU's Chinese partners as a program enhancement. As such it is anticipated that program revenues, net of program costs, will remain stable or increase, creating an overall positive financial impact. Revenues of the program will continue to cover all costs associated with program delivery.

## C. Weber State University - Linguistics Minor

<u>Request</u>: Weber State University requests the approval of an interdisciplinary minor in Linguistics, effective Fall 2008.

**Need**: Language pervades every aspect of human endeavor, including academic enterprises. Consequently, linguistics, as the scientific study of language, is inherently interdisciplinary. The status of linguistics as an "interdiscipline" argues strongly for offering an interdisciplinary minor, particularly at the undergraduate level at an institution like WSU.

Research into linguistics programs at other universities indicates that linguistics not only complements a student's undergraduate major but also prepares him or her for graduate study in other areas (e. g., philosophy) or professional school (e. g., law). The linguistics minor defines language broadly and from multiple perspectives—computational, psychological, and pedagogical, to name three. By doing so, it fosters collaboration across disciplinary boundaries in both teaching and research among faculty, as well as undergraduate research. Because the courses in the minor represent three colleges and eight academic

departments or units, it would complement a wide range of majors, including those in departments not represented by the course offerings. Moreover, the minor would benefit students beyond graduation.

Student interest in a linguistics minor is high. A survey of 349 students conducted in Fall 2006 revealed that 50 percent of them (175) had not yet chosen a minor and that 20 percent (71) expressed a strong interest in declaring a linguistics minor. Also, anecdotal evidence, in the form of e-mail inquiries about the program, support the belief that such a minor would serve as a tool for both student recruitment and retention.

Along with student interest, there is support from deans, department chairs, and the coordinator of another minor at WSU. Linguistics faculty at the University of Utah and Utah State University also support it.

### **Institutional Impact**

Impact on enrollments in the participating departments is likely to be small because the courses which constitute the minor are already being taught by the participating departments. The minor will be housed in the College of Arts and Humanities. Because the courses in the minor are already being taught as part of the existing major, no new faculty, buildings, or equipment will be needed.

<u>Finances</u>: Because faculty resources are already in place, costs will be limited, at least initially, to reassign time for the coordinator. The Dean of the College of Arts and Humanities has agreed to fund the reassign time for the program coordinator.

### D. Southern Utah University - Discontinued Minors

<u>Request</u>: Southern Utah University requests approval to discontinue the following minors within the Department of Teacher Education and Human Development of the Beverley Taylor Sorenson College of Education and Human Development. These changes were approved by the SUU Board of Trustees on March 14, 2008.

- Elementary Education Reading Minor
- Elementary Education Physical Education Minor
- Elementary Education Social Science Minor

<u>Need</u>: The rationale for the proposed discontinuations is based on various changes to licensure requirements by the Utah State Office of Education. The USOE has determined that minors will not appear on the licensure unless the appropriate PRAXIS II content test has been taken and passed. Most students will not be able to pass the tests with only minor content knowledge. Changing minors to areas of specialization will lessen misunderstanding by students.

<u>Institutional Impact</u>: The proposed changes will have no impact on program enrollments and administrative structures.

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

### E. Utah Valley State College - Cinema Studies Minor

**Request:** Utah Valley State College requests approval to offer a Cinema Studies minor effective Fall, 2008. This proposal for a minor was approved by the UVSC Trustees on March 13, 2008.

**Need**: The Cinema Studies minor is designed to respond to the increasing interest among the student population in the aesthetics, theory, history, and reception of film.

The minor focuses on movies as cultural texts (much like literary texts) and is designed to provide students with an understanding of the social, political, historical, and industrial contexts that produce cinema. As an interdisciplinary minor, the program draws on faculty expertise from various disciplines and includes global and historical perspectives.

The Cinema Studies minor will foster interdisciplinary study within the college community and provide a program for those students who are interested in career paths that require a sophisticated understanding of media culture, such as:

business, advertising, public relations, technical writing, educational media, free-lance filmmaking, television, media sales and distribution, film archiving and preservation, popular journalism, and entertainment law as well as graduate studies in cinema studies, American studies, popular culture, library studies, broadcasting, or communication.

Many of the private and public institutions of higher education in Utah have some form of Cinema Studies program in place, most notably:

- BYU (BA Media Arts Studies: Film)
- University of Utah (Film Studies major)
- Westminster College (Film Studies minor)

In addition, Southern Utah University includes a proposed film minor in the Dean's Planning Goals and Initiatives and discussion and interest continue concerning adding such a minor. As evident from the aforementioned list, Utah higher education values cinema studies in both the private and public educational arena. However, a minor in Cinema Studies is needed at UVSC specifically to serve the interests of the students in Utah Valley. BYU, the nearest institution of higher education, is private. As such, students wishing to pursue cinema studies need a minor program specifically suited to their needs, one which will complement their primary major at Utah Valley, allow them to transfer to other institutions, public or private, or prepare them to meet public sector career needs.

<u>Institutional Impact</u>: The institutional impact of the Cinema Studies minor will be minimal from the perspective of new faculty, course proposals, physical facilities or equipment as each of the aforementioned are already in place for the minor to be immediately implemented.

From the perspective of impacting the quality of education at Utah Valley State College, the results will be positive. As demonstrated by a student survey, the success of film programs on campus including Reel Film, and the enrollment in existing cinema courses, the campus is prepared for and enthusiastic about the introduction of the Cinema Studies minor.

From the perspective of the Committee on Interdisciplinary Studies (COIS), the impact will be positive. The courses in the Cinema Studies minor will draw students participating in other COIS minors, thus increasing attendance, particularly in upper-level courses. In particular, the INST 4900 capstone course, which is a component of the core requirement of most COIS minors, will benefit educationally from the participation of students minoring in Cinema Studies. The Cinema Studies minor, by its interdisciplinary nature, will provide opportunities for enhancing cooperative efforts between existing academic departments and schools across UVSC. The location of COIS within the School of General Academics will allow for cooperation and communication between different academic entities within the school (such as the Integrated Studies Program and Honors Program) thus strengthening the interdisciplinary interests of the school.

<u>Finances</u>: As the Cinema Studies minor requires no new curriculum, personnel or facilities, and as the COIS is already functioning as the de facto department for interdisciplinary stand-alone minors, there are no additional finances needed. The program will only increase enrollment in upper-level courses offered in the host departments associated with the minor. As it will also be a draw to students in Utah Valley who are interested in Cinema Studies, it will potentially increase the number of students attending UVSC.

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

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

(Programs) Committee

The following has been submitted by Utah State University for consideration by the Regents on the Information Calendar of the Programs Committee.

### Restructure of Elementary and Secondary Education into New Unit

<u>Request</u>: Utah State University requests approval to restructure its Elementary Education and Secondary Education departments into a School of Teacher Education and Leadership. This request is not for a new program or department; instead, the request is to reorganize two existing departments into one unit which can more effectively address the shared mission of K-12 teacher education at undergraduate and graduate levels. Restructuring would be effective Fall 2008. This proposal was approved by the Utah State University Board of Trustees on March 7, 2008.

<u>Need</u>: At the undergraduate level, the Elementary Education Department prepares students for licensure in early childhood (K-3), elementary (1-8), and middle level education (5-9), and the Secondary Education Department prepares students for both middle level and secondary education (6-12). At the graduate level, the two departments offer separate master's and specialist's degrees, but collaborate extensively in offering dual-listed courses, state-approved teaching endorsements, the administrative/supervisory certificate, and doctoral (EdD and PhD) programs.

The current organizational structure separating elementary from secondary education is out of the national mainstream. For 2008, U.S. News and World Report ranked USU's College of Education and Human Services in the top two percent of all colleges nationally (26th among 1200 colleges). However, of the 25 top-ranked colleges of education, only one separates elementary and secondary education into two units.

The proposed School of Teacher Education and Leadership would unify the undergraduate and graduate teacher education programs into a single K-12 structure with one administrative head. The overarching aim of reorganization is to improve the effectiveness and efficiency of USU's K-12 teacher preparation as well as its preparation of education leaders. The rationale for restructuring the two departments into a School of Teacher Education and Leadership includes the following goals:

- To better address Utah's critical teacher shortage and to respond effectively to the increased scrutiny of teacher preparation at state and national levels.
- To enhance K-12 partnerships with local educational agencies.
- To realign K-12 teacher preparation with Utah State Office of Education licensure and with national directions.
- To create a better middle-level education program.
- To increase the efficiency of K-12 advising and field experiences.
- To advance interdisciplinary K-12 external funding proposals and research.
- To streamline administration of K-12 graduate degree programs and endorsements.
- To streamline administration of K-12 offerings through Regional Campuses and Distance Education (RCDE).
- To foster K-12 faculty subgroups of shared professional interest for better collaboration.
- To enhance the recruitment of high quality faculty and leadership candidates—graduate students.
- To foster ongoing program evaluation and increase the efficiency of accreditation reviews.
- To reduce redundancy.

**Institutional Impact**: The proposed restructuring will not affect enrollments in the two programs.

The proposed restructuring will result in a single administrative unit named the School of Teacher Education and Leadership (TEAL), with a single Department Head who will also carry the title of Associate Dean for Teacher Education and Leadership. See attached organizational chart. The shaded area of the chart indicates the proposed changes. As shown on the chart, the Department of Special Education and Rehabilitation (SPER) will be affiliated with the School of TEAL; however, the SPER Department will remain an independent department because of its highly specialized mission.

No new physical facilities or equipment will be required. Many faculty and staff will relocate within the thirdfloor space currently allocated to the two departments in the Emma Eccles Jones Education Building. For example, advising and field experience personnel from the two departments will occupy a single space on the third floor to integrate services, rather than two separated spaces. And faculty with a shared professional interest will be located in proximity to one another.

The number of faculty and professional staff will not change. The current staffing numbers are:

|                      | Elementary       | Secondary       |
|----------------------|------------------|-----------------|
| Department Head      | 1 (interim DH)   | 1 (interim DH)  |
| Tenure-track Faculty | 15 (& 1 in RCDE) | 9 (& 1 in RCDE) |
| Clinical Faculty     | 3                | 1               |
| Lecturers            | 4                | 2 (& 3 in RCDE) |
| Field Experience     | 1                | 1               |
| Advisors             | 3                | 1               |
| TOTAL                | 28               | 19              |

<u>Finances</u>: No additional costs or savings are anticipated. Currently, 12-month salaries for two department heads are required. The proposed restructuring will require a single 12-month department head salary. The salary savings from the reduction of one department head will be used to enhance the salaries of three individuals who will assume increased responsibilities as program chairs within the School of TEAL and to enhance the salary of a single individual who will coordinate K-12 advising and field experiences personnel.

### Commissioner's Recommendation

<u>Commissioner recommends that the Regents review these information item. No action is required.</u>

David L. Buhler
Interim Commissioner of Higher Education

DLB/HPN

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

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

(Programs) Committee

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

### A. Discontinued Emphases

### i. Accounting Emphasis in the Forensic Science MS

**Request:** Southern Utah University requests approval to discontinue the Master of Science in Forensic Science, Accounting emphasis. This change was approved by the SUU Board of Trustees on March 14, 2008.

**Need**: Low enrollment in the Forensic Accounting Emphasis does not warrant continuation. In addition, students will not benefit through obtaining jobs in the field upon completion of this program of study.

<u>Institutional Impact</u>: Due to low student demand for the program the proposed changes will have no significant impact on program enrollments and administrative structures.

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

### ii. Composite GIS Emphasis in the Computer Science BS

**Request:** Southern Utah University requests approval to discontinue the Bachelor of Science, Computer Science Composite GIS emphasis within the Department of Computer Science of the College of Computing, Integrated Engineering and Technology. This change was approved by the SUU Board of Trustees on March 14, 2008.

**Need**: The rationale for discontinuation is based on the recommendation of the Accreditation Board for Engineering and Technology (ABET). ABET consultants suggest that the cost of modifying the present

program to meet ABET standards is not justified by student demand. Consequently, discontinuation is necessary prior to anticipated accreditation by ABET in Fall 2008.

<u>Institutional Impact</u>: Due to low student demand for the program the proposed changes will have no significant impact on program enrollments and administrative structures.

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

### B. Name Changes

### i. Studio Arts: Photography Emphasis and Minor in Photography

<u>Request</u>: Southern Utah University requests approval to change the name of the existing programs within the Department of Art and Design of the College of Performing and Visual Arts. These changes were approved by the SUU Board of Trustees on March 14, 2008.

- 1. Change the name of the present degree program from "Bachelor of Fine Arts: Photography/Digital Design," to "Bachelor of Fine Arts in Studio Arts: Photography Emphasis."
- 2. Change the name of the present minor from "Minor in Photography/Digital Design" to "Minor in Photography."

**Need**: The name changes better reflect the revised mission statement and the content of the program.

<u>Institutional Impact</u>: The proposed changes will have no impact on program enrollments and administrative structures.

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

# ii. Name Changes within the Existing Programs of the Department of Teacher Education and Human Development

<u>Request</u>: Southern Utah University requests approval to change the name of the existing programs within the Department of Teacher Education and Human Development of the Beverley Taylor Sorenson College of Education and Human Development. These changes were approved by the SUU Board of Trustees on March 14, 2008.

- 1. Change the name of the present "K-8 Mathematics Elementary Education Minor" to "K-8 Mathematics Elementary Education Area of Specialization."
- 2. Change the name of the present "Elementary Early Childhood Education Minor" to "Elementary Early Childhood Education Area of Specialization."
- 3. Change the name of the present "Elementary English Language Arts Minor" to "Elementary English Language Arts Area of Specialization."
- 4. Change the name of the present "Elementary Education Art Minor" to "Elementary Education Art Area of Specialization."
- 5. Change the name of the present "Elementary English as a Second Language (ESL) Minor" to "Elementary English as a Second Language (ESL) Area of Specialization."

- 6. Change the name of the present "Elementary Education Music Minor" to "Elementary Education Music Area of Specialization."
- 7. Change the name of the present "Elementary Education Science Education Minor" to "Elementary Education Science Education Area of Specialization."

<u>Need</u>: The rationale for the proposed name changes is based on various changes to licensure requirements by the Utah State Office of Education. The USOE has determined that minors will not appear on the licensure unless the appropriate PRAXIS II content test has been taken and passed. Most students will not be able to pass the tests with only minor content knowledge. Changing minors to areas of specialization will lessen misunderstanding by students.

<u>Institutional Impact</u>: The proposed changes will have no impact on program enrollments and administrative structures.

**<u>Finances</u>**: There is no anticipated budgetary impact on other programs or units within the institution.

### Commissioner's Recommendation

Commissioner recommends that the Regents review these information item. No action is required.

David L. Buhler
Interim Commissioner of Higher Education

DLB/HPN

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

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

(Programs) Committee

The following program review reports have been submitted by Dixie State College for consideration by the Regents on the Information Calendar of the Programs Committee.

### Dixie State College 2006-2007 Program Reviews

### A. Developmental Studies

Reviewed 2006-2007 with a rating of Commendable. Previous review: 2001-2002; rated Commendable.

### Reviewers

Frank Lojko, Director of Institutional Research and Acting Vice President of Student Affairs, DSC Demaree Johnson, Associate Professor of Family, Consumer Science and Education, DSC Dr. Brad Barry, Director of Composition and Professor of English, DSC

### **Program Description**

There are no degrees, certificates, other credentials. Developmental Education facilitates and intercedes on behalf of students who may be underprepared by offering courses in composition, math, reading, spelling, ESL, and study skills. After completing developmental courses and programs, students will

- Persist to a second year (remain enrolled) at a level that is equal to or greater than the college's general student population,
- Demonstrate college-level competency in composition,
- Demonstrate college-level competency in reading,
- Demonstrate college-level competency in math,
- Succeed in subsequent related college-level coursework.

### Faculty & Staff

|                                           | Tenure | Contract | Adjunct |
|-------------------------------------------|--------|----------|---------|
| Number of faculty with Doctoral degrees   | 1      |          | 1       |
| Number of faculty with Master's degrees   | 4      |          | 6       |
| Number of faculty with Bachelor's degrees | 1      |          |         |
| Other Faculty                             |        |          | 2       |

There are .25 FTE staff.

### **Students**

| FTE Students | 02-03  | 03-04  | 04-05  | 05-06  | 06-07  |
|--------------|--------|--------|--------|--------|--------|
| Reading      | 16.10  | 18.20  | 19.80  | 20.10  | 17.10  |
| Math         | 150.10 | 165.07 | 165.13 | 141.09 | 122.00 |
| Composition  | 46.44  | 37.36  | 76.76  | 150.67 | 130.50 |

| <b>Five-year Enrollment and Student Data</b> | 02-03   | 03-04    | 04-05    | 05-06   | 06-07  |
|----------------------------------------------|---------|----------|----------|---------|--------|
| Student Credit Hours Generated               | 3,189.6 | 3,313.05 | 3,925.35 | 4,677.9 | 4,044  |
| Majors                                       | NA      | NA       | NA       | NA      | NA     |
| Enrollment, combined                         | 1,349   | 1,421    | 1,353    | 1,252   | 1067   |
| Enrollment Trends                            |         | +.095%   | -1%      | -1.1%   | -1.17% |
| Graduation                                   | NA      | NA       | NA       | NA      | NA     |

| Student-Faculty Ratio | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 |
|-----------------------|-------|-------|-------|-------|-------|
| Reading               | 17.50 | 17.84 | 21.71 | 19.90 | 30.85 |
| Math                  | 29.43 | 30.68 | 26.55 | 23.71 | 20.44 |
| Composition           | 9.27  | 6.93  | 14.08 | 23.92 | 30.85 |

### **Finances**

|                         | 02    | 2-03   | 03    | 3-04   | 04    | -05    | 05    | -06    | 06    | -07    |
|-------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Instructional Costs per | FTE   | SCH    |
| Reading                 | 2,756 | 183.73 | 2,527 | 168.47 | 2,354 | 156.93 | 3,575 | 238.33 | 3,476 | 231.73 |
| Math                    | 1,050 | 70.00  | 987   | 65.80  | 1,209 | 80.60  | 1,314 | 87.60  | 2,050 | 136.66 |
| Composition             | 3,023 | 201.53 | 3,902 | 260.13 | 1,841 | 122.73 | 1,089 | 72.60  | 1,115 | 74.33  |

### **Program Assessment**

Strengths, Weaknesses, and Recommendations: A measure used was "Success in Subsequent College-Level Courses." This indicator shows how many students who first took a developmental course go on to succeed in a related college-level course.

Analysis: First, ENGL 0750 no longer exists, yet the same population is present in ENGL 0991 with the placement scores being identical (15 and below). In Fall 1998, only 33 percent of students completing ENGL 0750 had received a passing grade in ENGL 1010 within two years. For Fall 2006, which is only a partial data set, ENGL 0991 students passed their first college-level composition course at 41 percent. This increase is within the challenge range set by the dean then: "form a plan that would result in an increase of ten percent in students who receive passing grades in subsequent related courses."

There are no comparative data for ENGL 0990 since in previous program reviews no data was submitted for ENGL 0920. ENGL 0990 and 0991 were created based on curriculum and instruction discussions and on current research in best practices for developmental courses. It would appear from the data collected so far on ENGL 0990 that students are persisting to the next course and passing at rate comparable to other developmental students in their first college-level course.

Since ENGL 1470 is now a required course for a significantly greater number of students because of an adjustment to the placement scores for POLS 1100 and HIST 1700, DSC is seeing increased enrollment in ENGL 1470, but not yet a significant persistence to POLS 1100 and HIST 1700. According to best practices in developmental education, the first college-level composition course is a better indicator of student achievement for a developmental reading course. The data for success in ENGL 1010 by ENGL 1470 students is impressive. The data for ENGL 0470 from the previous program review when compared with this new data shows a downward trend in the percentage of students who successfully complete their American Institutions course. This is an area of concern which merits further analysis and discussion with possible curriculum changes, a focus on retention, and consistent advising of ENG 0470 students to persist onto their first American Institutions course. Also, it should be noted that the two-year window for ENGL 0470 students may not be a realistic goal.

Finally, when analyzing the data from MATH 0900 from the previous program review compared to the current data, there has been a significant increase in the percentage of students who successfully complete their first college-level math course. When in the fall of 1996 only 4.3 percent (3 of 70) passed their first college-level math course, compared to 2003 when 19 percent (49 of 255) did, DSC has seen significant gains. One possible reason for this is the implementation of a standardized curriculum under the direction of a lead teacher who "owns" the course and is responsible for the rigor and integrity of the course.

A more in-depth analysis and stronger year-to-year tracking of the students in developmental courses is necessary in order to monitor and adjust the curriculum to meet student needs and to ensure success in the subsequent college-level course.

Another measure used was "Persistence and Academic Success." This indicator shows success as judged by persistence (how many credits these students complete) and GPA. The Developmental Studies faculty agree that the typical student in the program is enrolled in ENGL 0990 (without 0991), ENGL 1470, and MATH 0930; this can be justified by looking at the number of sections offered and the enrollment. In the previous program review, the dean created charts tracking the Fall 1998 cohort and assigning those students an "Academic Success Score" based on the key indicators of how many credits the students completed and their GPA. In subsequent program reviews, DSC will include this data.

Institutional Response: The Developmental Studies department should continue its on-going data collection and analysis to assess the effectiveness of the above objectives. Formative evaluation is probably the most effective tool in the program arsenal to effect change. The addition of an advisor/retention specialist would be invaluable. Faculty are working now on becoming trained advisors in order to facilitate student advising. Finally, the Developmental Studies Program currently has .25 FTE support staff; this is not adequate to assist faculty in measuring, tracking and analyzing data on success and persistence.

The College will make funding of secretarial staff available to facilitate more effective data collection and analysis. The College is pursuing the funding of additional advisement/retention staff. And, the Academic

Vice President will continue to encourage and assist the Developmental Studies Program by providing resources as funding allows.

### B. Social Sciences

Reviewed 2006-2007 with a rating of Acceptable. Previous review: 2001-2002; rated Acceptable.

### Reviewers

Frank Lojko, Director of Institutional Research and Acting Vice President of Student Affairs, DSC Demaree Johnson, Associate Professor of Family, Consumer Science and Education, DSC Dr. Brad Barry, Director of Composition and Professor of English, DSC

### **Program Description**

There are no degrees, certificates, other credentials. Social Sciences, for the purposes of this Program Review, includes: Psychology, Sociology, Criminal Justice, Anthropology, and Economics. The Social Sciences program is located in the School of Education, Humanities, Arts and Social Sciences, except for Economics, which is in the School of Business, Science, and Health. The program currently offers no required series of courses and no degree programs specific to the social sciences.

Most students are freshmen and sophomores completing their general education requirements. The program's main curricular functions are: 1) to provide Social Sciences general education; 2) to prepare students for further studies in specific social sciences disciplines as transfer students.

As an outcome of taking courses in the Social Science program, students shall:

- Demonstrate an ability to examine human behaviors as a way of understanding the human condition.
- Demonstrate an ability to identify the ideas, people and events that are generally thought to be important by social scientists.
- Develop points of view based on social scientific knowledge.
- Exhibit elements of critical thinking and scientific methodology in examining human behavior.

### Faculty & Staff

|                                           | Tenure | Contract | Adjunct |
|-------------------------------------------|--------|----------|---------|
| Number of faculty with Doctoral degrees   | 3      | 2        | 5       |
| Number of faculty with Master's degrees   | 1      | 1        | 7       |
| Number of faculty with Bachelor's degrees |        |          | 2       |

There are 1.5 FTE staff, shared with Composition, English and Humanities.

### **Students**

| FTE Students     | 02-03  | 03-04  | 04-05  | 05-06  | 06-07  |
|------------------|--------|--------|--------|--------|--------|
| Economics        | 47.40  | 54.80  | 54.10  | 53.40  | 64.40  |
| Psychology       | 101.30 | 106.20 | 118.80 | 123.26 | 123.02 |
| Sociology        | 42.90  | 35.30  | 37.80  | 34.50  | 37.40  |
| Criminal Justice | 16.40  | 14.40  | 16.70  | 17.66  | 19.50  |

| <b>Five-year Enrollment and Student Data</b> | 02-03 | 03-04   | 04-05  | 05-06   | 06-07   |
|----------------------------------------------|-------|---------|--------|---------|---------|
| Student Credit Hours Generated               | 3,120 | 3,160.5 | 3,411  | 3,432.3 | 3,619.8 |
| Majors                                       | NA    | NA      | NA     | NA      | NA      |
| Enrollment Trends                            |       | +.9%    | +1.08% | +1%     | +1.05%  |

| Student-Faculty Ratio  | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 |
|------------------------|-------|-------|-------|-------|-------|
| Economics              | 25.21 | 28.10 | 26.65 | 24.84 | 30.57 |
| Psychology             | 28.41 | 33.89 | 34.62 | 32.02 | 34.15 |
| Sociology/Anthropology | 21.34 | 24.18 | 22.77 | 18.75 | 21.25 |
| Criminal Justice       | 17.45 | 22.50 | 20.88 | 20.30 | 23.21 |

### **Finances**

|                         | 02    | 2-03   | 03    | -04    | 04    | -05    | 05    | 5-06   | 06    | 6-07   |
|-------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Instructional Costs per | FTE   | SCH    |
| Economics               | 1,838 | 122.53 | 1,783 | 118.87 | 1,616 | 107.73 | 1,748 | 116.53 | 1,581 | 105.40 |
| Psychology              | 1,649 | 109.93 | 1,424 | 94.93  | 1,418 | 94.53  | 1,531 | 102.06 | 1,679 | 111.93 |
| Sociology/Anthropology  | 2,210 | 147.33 | 2,242 | 149.47 | 1,780 | 118.67 | 2,099 | 139.93 | 2,046 | 136.40 |
| Criminal Justice        | 890   | 59.33  | 694   | 46.27  | 748   | 49.86  | 765   | 51.00  | 690   | 46.00  |

### **Program Assessment**

In Econ 2010, a test is administered at the beginning of the semester and again at the end of the semester. The results indicate how students' perception of economic principles is enhanced. The results from the most recent semester (Fall 2006) are as follows:

|            | Pre-Test Average | Number Taken | Post-Test Average | Number Taken |
|------------|------------------|--------------|-------------------|--------------|
| Section 01 | 5.5102           | 49           | 9.3125            | 32           |
| Section 03 | 6.6042           | 48           | 10.0270           | 37           |
| Section 04 | 6.4324           | 37           | 10.7778           | 09           |

The weighted average of the economics pre-test score is 6.16. The weighted average of the post-test score is 9.82. These scores show a 59 percent improvement in student comprehension overall.

During the first two weeks of the fall semester 2006 all general psychology students were given a 55-item, multiple choice pre-test of general psychology knowledge. The same exam was given as a post-test during the final week of the same semester. The following table is a short analysis of said exam.

| N- | Pre | N-Post | <b>Pre-test % Correct</b> | Post-test % Correct | Change, Pre- to Post-Test |
|----|-----|--------|---------------------------|---------------------|---------------------------|
| 2  | 35  | 226    | 52.0                      | 63.5                | +11.5                     |

During fall semester 2006 a 15-question pre- and post-assessment evaluation was given to students enrolled in SOC 1010 to measure their understanding of core sociological concepts taught in the course. The test was administered at the end of the semester as well. The pre-testaverage was 8.3 correct (55 percent). The post-test average was 10.8 correct (72 percent).

It is apparent that for all questions, other than one, fewer SOC 1010 students missed the questions on the post-test than on the pre-test. Analysis indicated that students tended to be most troubled by conflict theory and culture theory; these are two areas where pedagogy must improve to help students grasp concepts.

Because there are no full-time Criminal Justice faculty and no degree offerings through DSC, no systematic assessment takes place, except within individual courses.

### Strengths

- In every discipline, a clear strength is the quality of full-time and adjunct faculty. Student achievement and student and supervisor evaluations indicate well-trained and well-prepared instructors.
- The curricula in the Social Sciences are well-designed, although limited in the breadth of offerings. Courses articulate well with other USHE institutions.

### Weaknesses

No full-time faculty in Criminal Justice hampers the development of a coherent program with a commitment to assessment and potential degree offerings. Only one full-time faculty in some disciplines puts heavy burdens on those faculty to develop new course offerings, conduct assessment, and advise students; furthermore, it does not give students the advantage of diverse pedagogical styles.

A genuine commitment to regular and meaningful assessment is lacking, perhaps because the various disciplines have so few full-time faculty members or because tracking students as majors and as transfer students is difficult or impossible. In some instances, assessment is done only on a course-by-course basis rather than by program; often learning objectives and student outcomes are missing or are not standardized and applied across discipline offerings. Or, assessment is simply not taking place.

### Recommendations

- Continue to request funding for full-time faculty.
- Develop plans for degree offerings in Criminal Justice, Psychology, and Sociology.
- Realign Economics within the Business Administration program to more effectively utilize human and fiscal resources.
- Develop and coordinate departmental or discipline learning objectives and student outcomes and implement assessment universally.

### Institutional Response

- The College will make funding for full-time faculty a priority in Criminal Justice, Psychology and Sociology. To date, a full-time Criminal Justice faculty member has been hired to start in 2008.
- Approval of the new bachelor's degree in Integrated Studies will allow the College to slowly grow degree-offering potential in the social sciences.
- The Academic Vice President will facilitate training for faculty in meeting assessment strategies and development of learning outcomes and objectives. Faculty workshops are being scheduled for 2008 fall semester faculty in-service for all academic programs.
- The Academic Vice President will authorize the creation and implementation of a course syllabus template to standardize and emphasize course objectives, goals and outcomes tied to the program and institutional missions.

### Commissioner's Recommendation

|  | Commissioner r | recommends | that the | Regents | review | these | information | item. N | No action | n is r | required |
|--|----------------|------------|----------|---------|--------|-------|-------------|---------|-----------|--------|----------|
|--|----------------|------------|----------|---------|--------|-------|-------------|---------|-----------|--------|----------|

| David L. Buhler                          |
|------------------------------------------|
| Interim Commissioner of Higher Education |

DLB/HPN

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

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

(Programs) Committee

The following have been submitted by Utah Valley State College for consideration by the Regents on the Information Calendar of the Programs Committee.

It is proposed that these changes be effective July 1, 2008, the official date of the change to university status and the name change of the institution. Changes are justified based on size, need, focus, and reasonable spans of administration and related efficiencies in each of the restructured academic units. The unit names are consistent with those used in similar universities within Utah and nationwide. Note that the School of Continuing Education, the School of Education, and the Woodbury School of Business remain as constituted (with the recent name change to the Woodbury School of Business).

### A. Name Change - University College

<u>Request</u>: UVSC proposes a name change for the School of General Academics to "University College." Units within University College are Integrated Studies, Committee on Interdisciplinary Studies, Honors, Basic Composition, College Success Studies, Developmental Mathematics, English as a Second Language, Academic Tutoring, and the Library.

<u>Need</u>: As UVSC is retitled to "University," the title of college is appropriately applied to administrative units within the institution. The School of General Academics needs to communicate the unique role and mission of the school to internal and external communities in order to serve students better. "University College" is a nationally known model found at many institutions. Various configurations exist but the name signifies opportunity for student success through curricular and co-curricular offerings, academic services and innovative programs. Timing the name change to coincide with the institution's change to university status serves as an additional and significant indicator of the new university role.

Institutions with a similar University College are Kennesaw State University, Indiana University-Purdue University Indianapolis, Arizona State University, Ohio University, and University of Arizona.

<u>Institutional Impact</u>: As integrated efforts are being implemented across the institution to provide positive experiences for students, the proposed renaming adds significance to the unique mission of University

College to provide opportunities for student success by promoting student development, support, enrichment and engagement. More visibility for the variety of programs, departments, and academic support services within the school will positively affect enrollments in other instructional programs through improved retention of students.

"University College" connotes cross-functional, interdisciplinary partnerships. Since those collaborative relationships and a centralized mission are currently in place and operational, no new programs will be required with the name change. The proposed action is a renaming for the group of existing units.

<u>Finances</u>: Since the proposed change is chiefly a name change, associated costs will only be those that naturally accompany increases in the number of students served at the institution. Rather than incurring increased cost, this proposal is directed at cost savings through communication and integration of efforts to improve retention.

### B. Name Change – The College of Science and Health

**Request**: The School of Science and Health will be renamed the College of Science and Health.

**Need**: This name change coincides with the changing status of UVSC to become UVU. The "School" will be more accurately described and will more closely reflect the status of UVU when it is renamed a "College."

<u>Institutional Impact</u>: The College does not anticipate changes in enrollments, instructional programs of affiliated departments or programs. Administrative structure of the proposed "college" will not be impacted. The number of faculty and staff has increased somewhat with anticipation of the changing status of UVSC to UVU to meet the standards for teaching load and ratio of adjuncts to full-time faculty suggested by the Board of Regents. No impact upon physical facilities, equipment or instrumentation is anticipated.

<u>Finances</u>: The College anticipates small costs associated with the change in status of the School to become a College. These costs will be associated with changing signage, paper products, e-mail addresses and other small expenses. Since the university letterhead change will occur at the same time as the change in college name, and the university letterhead and signage changes have already been anticipated, additional expenses will be minimal.

## C. Restructuring and Name Change – The College of Humanities and Social Sciences; The School of the Arts

**Request**: The current School of Humanities, Arts, and Social Sciences (HASS) will be divided into a College of Humanities and Social Sciences and a School of the Arts.

This reorganization will not affect courses or credits. The College of Humanities and Social Sciences will include the current departments of Behavioral Science, Communication, History & Political Science, Languages, English & Literature, and Philosophy & Humanities. The School of the Arts will include the current departments of Art & Visual Communication, Dance, Music, and Theatrical Arts for the Stage and Screen, and the Woodbury Museum.

**Need**: The justification for this reorganization is a function of two characteristics of the current School of Humanities, Arts, and Social Sciences: size and diversity.

HASS currently houses 147 full-time faculty (approximately 33 percent of UVSC's total). The diversity among the departments presents a challenge to any single administrative unit. There are a total of 16 bachelor's degrees, 30 different emphases, 12 associate's degrees, and 12 minors. As the transition to a regional university continues, it is possible that some of the departments in the two entities will develop graduate programs, further complicating the picture and adding to what would be an unmanageable administrative burden without this proposed adjustment.

Moreover, the proposed reorganization is more typical of what is found at comprehensive regional universities. A similar organization exists at UVSC's official comparison institutions. For example, James Madison University has a College of Arts and Letters and a College of Visual and Performing Arts; Eastern Washington University has a College of Arts and Letters and a College of Social and Behavioral Sciences.

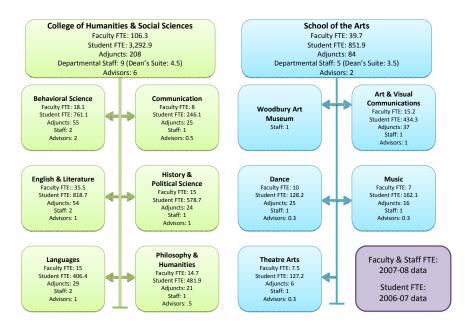
There is a need for the departments relating to the fine and performing arts to have their own leadership at the dean level. This will facilitate their ability to attract and retain students. Their effectiveness in raising funds will be improved by having a dedicated administrative unit that can guide fund-raising efforts for building a new Fine and Performing Arts Center which is desperately needed. The faculty members in these departments need someone in the dean's position who is more familiar with the unique aspects of their disciplines and can better guide their professional development. This is becoming even more critical in the university approach to areas of tenure, promotion, post-tenure review, and merit.

<u>Institutional Impact</u>: It is not anticipated that this proposal will result in any immediate changes in enrollment in instructional programs of affiliated departments or programs. There is a potential for enrollments in the School of the Arts to increase as it is increasingly viewed as a separate entity rather than being overshadowed by the Humanities and Social Sciences component of the current School of HASS.

The proposed School of the Arts will require a new Dean, Associate Dean, and support staff. This proposal does not include any requests for new faculty or new physical facilities. The Dean's office for the proposed School of the Arts will occupy existing space in the Gunther Trades building which is where three of the four departments are located. There will be a need for new office furniture and computers for the new staff hires. Through a recent gift, the Noorda Regional Children's Theater is being added nearby. Ultimately, the School of the Arts will be housed in a new Fine and Performing Arts Center, fund raising for which is already underway.

<u>Finances</u>: There are substantial costs associated with this reorganization. \$300,000 has been allocated for new positions to pursue this proposal. A recent position vacancy has made available another \$85,000. These funds will be adequate for making an effective transition to the new School and its administration.

In order to visualize the proposed changes, an organizational chart is provided below.



D. Name Change and Restructuring – The College of Technology and Computing; restructured with a School of Applied Technology and Construction, a School of Computing and Engineering, the Aviation Science Program, the Emergency Services Programs, and the Culinary Arts Institute

<u>Request</u>: The UVSC School of Technology and Computing will make a name change to the College of Technology and Computing. Within the College will be two Schools: The School of Applied Technology and Construction and the School of Computing and Engineering.

The School of Applied Technology and Construction will include the following departments: Automotive Technologies, Construction Technologies, Technology Management, Electrical and Robotics Technology and Engineering Graphics & Design Technology. The School of Computing and Engineering will include the following departments: Computer Science and Engineering, Information Systems and Technology, and Digital Media.

In addition to the two Schools described above, the College will include the Aviation Science program, the Emergency Services program and the Culinary Arts Institute. The Aviation Science program and the Culinary Arts Institute each include a single academic department. The Emergency Services program includes the Department of Emergency Services, the Department of Criminal Justice/Law Enforcement, the Utah Fire and Rescue Academy, and the Police Academy.

**Need**: With UVSC becoming UVU there is a need to align the names of the units within the university to reflect their role in a university setting. The College designation has been chosen to reflect the variety of programs found within the organization. The unique features and goals of the faculty and the students of these various units will best be served by their identification and administrative organization as proposed.

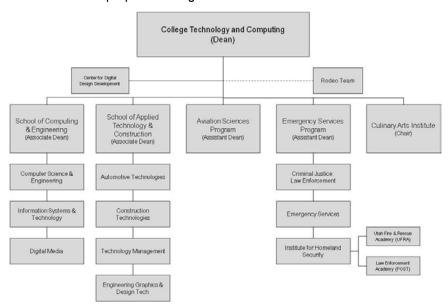
The two Schools and the program units have either similar disciplines, similar accrediting organizations, or they are singularly unique. Faculty work, preparation, and credentials are more appropriately common and promote harmony and synergy in these administrative units.

Institutional Impact: Internal reallocation of positions is the principal means of filling appropriate associate dean, assistant dean, and coordinator positions. Two associate deans will assist with the operational functions of the Schools. One associate dean currently exists in the School of Technology and Computing; an additional associate dean position has been created by re-purposing an assistant dean position. The existing assistant dean is retiring and the new associate dean position will be funded by reallocating existing funds.

Department chairs currently administer the Aviation Science and Emergency Services programs. Those two positions will be re-slotted as assistant deans to better match the complexity of the programs. No additional funding will be required for the re-slotting. The Criminal Justice program, currently in the Woodbury School of Business will be transferred to the Emergency Services programs with its department chair and programs and be renamed the Department of Criminal Justice/Law Enforcement. The Law Enforcement Academy, which provides POST training, and its Director will also transfer from administration under the Woodbury School of Business to the Emergency Services programs.

<u>Finances</u>: There will be minimal costs associated with this change. Some costs will be those associated with signage and printing. Costs associated with signage and printing will be correlated with similar costs incurred by the transition to University status. Other impacts are noted in the impacts in the section above.

An organization chart view of the proposed reorganization is included below.



### E. Name Changes in the Department of Emergency Services

**<u>Request</u>**: The Department of Emergency Services proposes the following changes and new emphasis:

- Change the existing Bachelor of Science degree name from "Public Emergency Services Management" to "Emergency Services Administration."
- 2. Convert the existing Bachelor of Science degree to an emphasis, "Emergency Management." within the existing degree.
- 3. Add an additional Bachelor of Science degree emphasis (Emergency Care) to the existing degree.

- 4. Change the existing Associate in Science, Associate in Applied Science, and Bachelor of Science in Technology Management Specialization names from "Fire Science" to "Emergency Services."
- 5. Change the existing emphasis of "Firefighter/Paramedic" to "Firefighter/Emergency Care" in the Associate in Applied Science degree.

**Need**: There is an increased demand for both private and public sector emergency administration and management. The existing name, "Public Emergency Services Management," infers that only "public" sector issues are addressed. Changing the degree name allows for varied emphases. The "Emergency Care" emphasis will allow a substantial (50 – 75 percent) increase in graduation rates for AS, AAS, and BS students. The existing "Paramedic" program reflects academic rigor of upper-division course work.

The Emergency Services Department offers a Bachelor of Science in Public Emergency Services Management. Creation of this Emergency Management emphasis meets the needs of employees in full-time career fire departments in the state while granting a BS degree for completed course work.

The existing BS in Public Emergency Services Management primarily meets the needs of firefighters already affiliated with an emergency services organization, but does not meet the needs of aspiring emergency services employees. This new Emergency Care emphasis provides a degree option for preservice students to meet increased knowledge and skill requirements of Emergency Medical Service (EMS) providers.

### Other observations include:

- The need for EMS education has increased beyond the courses currently offered.
- Existing lower-division EMS course work does not meet all the needs of students and/or potential employers.
- An Emergency Care emphasis will address the needs of several audiences.
- Individuals already employed with an emergency services organization, specifically career firefighters in the public, private, and federal sector, will have another baccalaureate option.

### **Institutional Impact**

- 1. Enrollment in two courses offered by the School of Business is expected to increase (no more than 15 total students per semester) as a result of "Emergency Care" students taking these required courses.
- 2. Existing administrative structures (faculty, facilities, materials, etc.) are expected to meet present and future demand. An additional faculty position has been approved beginning the Fall 2008 semester.
- 3. The addition of this emphasis will meet the needs of students seeking a career in this specific area of emergency services. Local, state, and federal employers in this specialized field will recruit graduates resulting in a heightened awareness of UVSC and its programs.

<u>Finances</u>: Existing administrative structures (faculty, facilities, materials, etc.) are expected to meet present and future demand. An additional faculty position has been approved beginning the Fall 2008 semester. Modified courses will be taught by existing full-time faculty and adjunct instructors. There are no new courses in the program.

### Commissioner's Recommendation

| Commissioner recommends that the Regents review these information items. No action is required |
|------------------------------------------------------------------------------------------------|
|------------------------------------------------------------------------------------------------|

| David L. Buhler |                            |
|-----------------|----------------------------|
| Interim Commis  | sioner of Higher Education |

DLB/HPN

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Presidential Salaries for 2008-2009

It has been the practice of the Board of Regents to approve salary increases for Presidents and the Commissioner at the May/June Board meeting. Often these increases reflect the standard percentage of increase funded by the Legislature for faculty and staff. On other occasions, the Board has found it prudent to make special adjustments to presidential salaries in order to continue to have competitive salary levels. For presidents recently appointed, salaries were established at the time of appointment at what was perceived to be market level at that time.

The Board of Regents utilizes several criteria when setting salary levels for institutional Presidents and the Commissioner. It should be noted that no President requested a salary increase and several have resisted salary increases in past years. The proposed salaries, in part, are influenced by the following policy issues:

- 1. Salaries should reflect the size, scope of programs, and administrative complexity of the institution. Preferably, presidential salaries of the ten institutions should be arrayed in rank order to clearly reflect these characteristics. It is occasionally necessary to "right-size" salaries.
- 2. In order for USHE to recruit and retain qualified Presidents, USHE salaries should be competitive compared to presidential salaries at peer institutions. In cases where USHE salaries are far from peer averages, achieving market levels may need to be a multi-year process.
- 3. Salaries should also reflect the length of service of the President and the extent to which the President is meeting institutional and Regents' expectations.
- Attention should be given to the fact that salaries of new presidents have been set closer to market value at the time of appointment. This has created some internal inequities which should be addressed.

| Regent Jerry Atkin, Chair of the Compensation Committee, has participated in discussion of the         | se |
|--------------------------------------------------------------------------------------------------------|----|
| proposed salaries. A list of proposed presidential salaries for FY09 will be hand-carried to the May 3 | 0  |
| meeting.                                                                                               |    |

### Commissioner's Recommendation

The Commissioner recommends that the Board of Regents review information presented on presidential salaries and approve a 2008-2009 salary for each president and the Commissioner.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Utah Valley State College – Property Purchase</u>

### <u>Issue</u>

Utah Valley State College (UVSC) officials wish to purchase, in cooperation with the UVSC Foundation, land and buildings located adjacent to the campus.

### Background

UVSC has for some time been interested in acquiring an adjacent parcel of land known as the Murdock property. This property consists of 2.83 acres with four buildings totaling 22,116 square feet. The current appraised value is \$2,545,000. The tentative purchase price is \$2,530,000. Funds for the purchase will come from two sources – a loan from the UVSC Foundation of \$2,100,000 and institutional contingency funds of \$430,000. The proposed loan would be for 15 years at 6 percent interest, with annual payments of \$216,221.80.

College officials believe the main level of the largest building will serve well as a hosting and reception area. Remaining spaces in the four buildings can be converted, with moderate expense, into office space supporting the UVSC Advancement Department and Alumni Relations. USVC representatives will be available at the Board meeting to answer specific questions regarding the property and plan of financing.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request from UVSC to purchase, in cooperation with the UVSC Foundation, the Murdock property adjacent to campus for a purchase price at or near the appraised value of \$2,545,000.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS/KLH Attachments

### **Murdock Property**

### **Issue:**

Recommend purchase of real property consisting of the Murdock home, guest home, and two additional properties for \$2.5 million for UVU Advancement office space and hosting.

The university is asking for a \$2.1 million loan for 15 years at 6% interest which results in an annual payment to the foundation of \$216,221.80. This investment nets the foundation \$1,143,327.06 of interest over the fifteen year period.

### **Background:**

1211 South 490 West 2,696 Square Feet .19 acres

Appraised value: \$235,000

1208 South 490 West 2,026 square feet .16 acres

Appraised value: \$195,000

543 West 1200 South (Guest Home) 6,058 Square Feet Unfinished Basement .7 acres

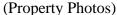
Appraised value: \$490,000

519 West 1200 South 11,336 square feet 1.84 acres Appraised value: \$1,625,000

### **Totals:**

22116 square Feet 2.89 acres

Appraised value: \$2,545,000





### **Recommendation:**

UVSC Foundation loan UVSC \$2.1 million over 15 years at 6 percent for the purchase of the Murdock Property. The college will purchase the additional two homes for \$430,000 from institutional contingency.

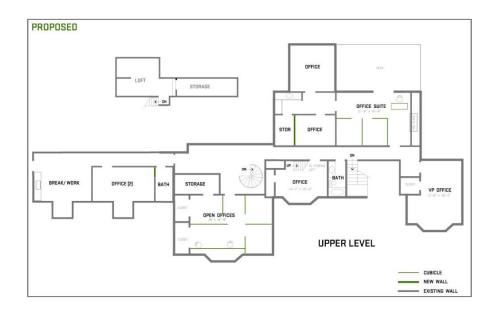
### **Master Plan**

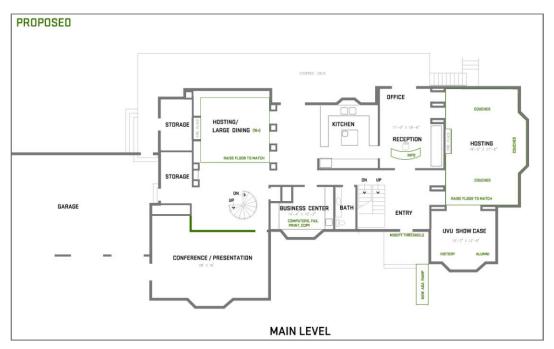


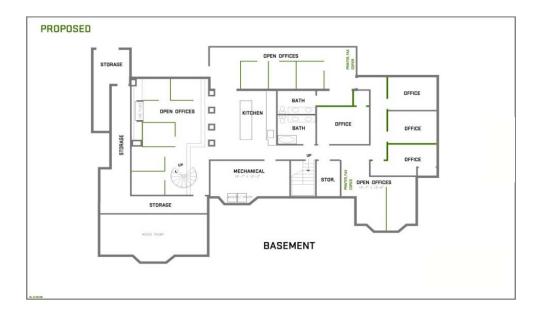
### **Amortization Table**

|            | Annu<br>Loan I<br>Number of Payr | Enter Values  Loan Amount al Interest Rate Period in Years ments Per Year art Date of Loan | \$2,100,000.00<br>6.00 %<br>15<br>1<br>7/1/2008 |                  | Sch | Sche<br>neduled Numb<br>Actual Numb | Loan Summary<br>eduled Payment<br>er of Payments<br>er of Payments<br>Early Payments<br>Total Interest | S  | 15<br>15<br>- |                    |
|------------|----------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------|------------------|-----|-------------------------------------|--------------------------------------------------------------------------------------------------------|----|---------------|--------------------|
| L          | ender Name: UV                   | extra Payments                                                                             | to UVSC                                         |                  |     |                                     |                                                                                                        |    |               |                    |
| Pmt<br>No. | Payment<br>Date                  | Beginning<br>Balance                                                                       | Scheduled<br>Payment                            | Extra<br>Payment |     | Total<br>Payment                    | Principal                                                                                              |    | Interest      | Ending<br>Balance  |
| 1          | 7/1/2009 \$                      | 2,100,000.00                                                                               | \$ 216,221.80                                   | \$<br>-          | \$  | 216,221.80                          | \$ 90,221.80                                                                                           | \$ | 126,000.00    | \$<br>2,009,778.20 |
| 2          | 7/1/2010                         | 2,009,778.20                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 95,635.11                                                                                              |    | 120,586.69    | 1,914,143.08       |
| 3          | 7/1/2011                         | 1,914,143.08                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 101,373.22                                                                                             |    | 114,848.58    | 1,812,769.86       |
| 4          | 7/1/2012                         | 1,812,769.86                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 107,455.61                                                                                             |    | 108,766.19    | 1,705,314.25       |
| 5          | 7/1/2013                         | 1,705,314.25                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 113,902.95                                                                                             |    | 102,318.86    | 1,591,411.30       |
| 6          | 7/1/2014                         | 1,591,411.30                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 120,737.13                                                                                             |    | 95,484.68     | 1,470,674.18       |
| 7          | 7/1/2015                         | 1,470,674.18                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 127,981.35                                                                                             |    | 88,240.45     | 1,342,692.82       |
| 8          | 7/1/2016                         | 1,342,692.82                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 135,660.23                                                                                             |    | 80,561.57     | 1,207,032.59       |
| 9          | 7/1/2017                         | 1,207,032.59                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 143,799.85                                                                                             |    | 72,421.96     | 1,063,232.74       |
| 10         | 7/1/2018                         | 1,063,232.74                                                                               | 216,221.80                                      | -                |     | 216,221.80                          | 152,427.84                                                                                             |    | 63,793.96     | 910,804.90         |
| 11         | 7/1/2019                         | 910,804.90                                                                                 | 216,221.80                                      | -                |     | 216,221.80                          | 161,573.51                                                                                             |    | 54,648.29     | 749,231.39         |
| 12         | 7/1/2020                         | 749,231.39                                                                                 | 216,221.80                                      | -                |     | 216,221.80                          | 171,267.92                                                                                             |    | 44,953.88     | 577,963.47         |
| 13         | 7/1/2021                         | 577,963.47                                                                                 | 216,221.80                                      | -                |     | 216,221.80                          | 181,544.00                                                                                             |    | 34,677.81     | 396,419.47         |
| 14         | 7/1/2022                         | 396,419.47                                                                                 | 216,221.80                                      | -                |     | 216,221.80                          | 192,436.64                                                                                             |    | 23,785.17     | 203,982.83         |
| 15         | 7/1/2023                         | 203,982.83                                                                                 | 216,221.80                                      | -                |     | 203,982.83                          | 191,743.86                                                                                             |    | 12,238.97     | 0.00               |

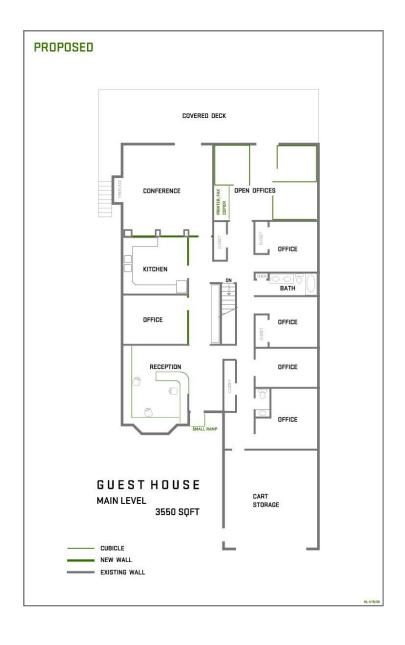
# Murdock Main House Floor Plans

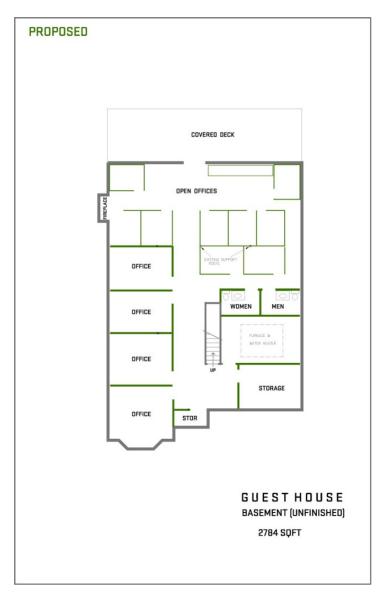






# Murdock Guest House Floor Plans





### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Presidential Salaries for 2008-2009

It has been the practice of the Board of Regents to approve salary increases for Presidents and the Commissioner at the May/June Board meeting. Often these increases reflect the standard percentage of increase funded by the Legislature for faculty and staff. On other occasions, the Board has found it prudent to make special adjustments to presidential salaries in order to continue to have competitive salary levels. For presidents recently appointed, salaries were established at the time of appointment at what was perceived to be market level at that time.

The Board of Regents utilizes several criteria when setting salary levels for institutional Presidents and the Commissioner. It should be noted that no President requested a salary increase and several have resisted salary increases in past years. The proposed salaries, in part, are influenced by the following policy issues:

- 1. Salaries should reflect the size, scope of programs, and administrative complexity of the institution. Preferably, presidential salaries of the ten institutions should be arrayed in rank order to clearly reflect these characteristics. It is occasionally necessary to "right-size" salaries.
- 2. In order for USHE to recruit and retain qualified Presidents, USHE salaries should be competitive compared to presidential salaries at peer institutions. In cases where USHE salaries are far from peer averages, achieving market levels may need to be a multi-year process.
- 3. Salaries should also reflect the length of service of the President and the extent to which the President is meeting institutional and Regents' expectations.
- Attention should be given to the fact that salaries of new presidents have been set closer to market value at the time of appointment. This has created some internal inequities which should be addressed.

| Regent Jerry Atkin, Chair of the Compensation Committee, has participated in discussion of the         | se |
|--------------------------------------------------------------------------------------------------------|----|
| proposed salaries. A list of proposed presidential salaries for FY09 will be hand-carried to the May 3 | 0  |
| meeting.                                                                                               |    |

### Commissioner's Recommendation

The Commissioner recommends that the Board of Regents review information presented on presidential salaries and approve a 2008-2009 salary for each president and the Commissioner.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS

### MEMORANDUM

TO: Jerry Atkin

FROM: Mark H. Spencer

SUBJECT: <u>Capital Delegation</u>

I have reviewed the Administrative Reports from the University of Utah and Utah State University. I recommend that the reports be approved.



Office of the Vice President for Administrative Services

May 2, 2008

David L. Buhler Interim Commissioner of Higher Education Board of Regents Building, The Gateway 60 South 400 West Salt Lake City, UT 84101-1284

Re: Delegated Projects Report for the Meeting of May 21, 2008

Dear Commissioner Kendall:

The status report of delegated projects to the University of Utah is enclosed for the Utah State Building Board.

Please call me at 581-4525 if there are any questions.

Sincerely,

Kenneth E. Nye, Director

Facilities Management Business Services

Enclosures

c: Mark Spencer, Associate Commissioner for Finance

State Board of Regents



Office of the Vice President for Administrative Services

### **MEMORANDUM**

To:

Utah State Building Board

From:

Kenneth Nye

Date:

May 2, 2008

Subject:

Administrative Reports for University of Utah

The following is a summary of the administrative reports for the University of Utah:

### Professional Services Agreements (Page 1)

The Professional Services Agreements awarded during this period consist of:

3 Design Agreements, 1 Programming/Planning Agreement, 0 Study/Other Agreements.

No significant items.

### **Construction Contracts** (Page 2)

The Construction Contracts awarded during this period consist of:

0 New Space Contracts, 3 Remodeling Contracts, 3 Site Improvement Contracts.

No significant items.

### Report of Project Reserve Fund Activity (Page 3)

Increases: None.

Decreases: None

### Report of Contingency Reserve Fund (Page 4)

Increases: None

### Decreases:

HEB North, Fire Sprinkler Upgrade

This transfer was to provide additional lighting in the conference room which was retrofitted as part of the scope of work.

Attachments



# THE UNIVERSITY Professional Services Agreements OFUTAH Awarded From March 21, 2008 to May 2, 2008

| Item   | Design                |                                                                         |                                           |                |                 |
|--------|-----------------------|-------------------------------------------------------------------------|-------------------------------------------|----------------|-----------------|
| Number | Number Project No.    | Project Name                                                            | Firm Name                                 | Project Budget | Contract Amount |
| -      | 20015                 | South Medical Terrace Roof<br>& Concrete Repairs                        | EDA Architects                            | \$300,000      | \$30,418        |
| 6      | 13198                 | University of Utah<br>Hígh Temperature Water Lines<br>Replacement       | Colvin Engineering Associates, Inc.       | \$1,384,050    | \$25,000        |
| က      | 13350                 | Health Profession Education Building<br>Emergency Generator Replacement | Ken Garner Engineering, Inc.              | \$238,000      | \$14,800        |
|        | Programming/ Planning | nning                                                                   |                                           |                |                 |
| 4      | 20014                 | North East Medical Terrace<br>Restoration - Feasibility Study           | Reaveley Engineers + Associates, Inc. TBD | TBD            | \$12,340        |
|        | Study/ Other          |                                                                         |                                           |                |                 |



## UNIVERSITY Construction Contracts OFUTAH Awarded From March 21, 2008 to May 2, 2008

| Item   | Construction - New Space        | New Space                                                                                                              |                                   |                                                                         |                |                 |
|--------|---------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------|----------------|-----------------|
| Number | Project No.                     | Project Name                                                                                                           | Firm Name                         | Design Firm                                                             | Project Budget | Contract Amount |
|        | Construction - Remodeling       | Remodeling                                                                                                             |                                   |                                                                         |                |                 |
| ~      | 13303                           | A. Ray Olpin Union<br>West Food Court Restroom Remodel                                                                 | Archer Construction, Inc.         | Gould Evans<br>Associates, L.C.                                         | \$300,000      | \$168,064       |
| 81     | 13337                           | School of Medicine<br>Remodel Room 3C310 - Millwork                                                                    | Great Basin Cabinetry, Inc.       | FFKR Architects                                                         | \$1,500,000    | \$154,893       |
| က      | 13092                           | University Student Apartments North<br>Tower - Fire Alarm and Sprinklers                                               | Ken Garner Engineering, Inc.      | (en Garner Engineering, Inc. Big-D Construction Corporation \$2,335,000 | \$2,335,000    | \$1,503,132     |
| Const  | Construction - Site improvement | provement                                                                                                              |                                   |                                                                         |                |                 |
| 4      | 12886                           | John R. Park Building<br>Attic, Basement, 4th Floor Asbestos<br>Abatement and Lead-Based Paint<br>Removal and Disposal | Eagle Environmental, Inc.         | Wilson Consulting<br>Services, Inc.                                     | \$8,243,673    | \$68,393        |
| ហ      | 20007                           | University of Utah Parking Lots<br>22, 30, 66 and Salt Pond Renovation                                                 | Kilgore Paving and<br>Maintenance | Cliff Berkey Engineering, PLLC \$500,000                                | \$500,000      | \$289,340       |
| Ģ      | 20006                           | University of Utah<br>Road Renovations - Five Locations                                                                | Kilgore Paving and<br>Maintenance | Cliff Berkey Engineering, PLLC \$461,000                                | \$461,000      | \$259,952       |



### UNIVERSITY Report Of Project Reserve Fund Activity OF UTAH For the Period of March 21, 2008 to May 2, 2008 **University Of Utah**

| PROJECT<br>NUMBER | PROJECT TITLE                      | TRANSFER<br>AMOUNT | DESCRIPTION FOR CONTINGENCY TRANSFER | % OF<br>CONSTR. |
|-------------------|------------------------------------|--------------------|--------------------------------------|-----------------|
| 70,000            | BEGINNING BALANCE                  | 438,290.02         |                                      | BUDGET          |
|                   | INCREASES TO PROJECT RESERVE FUND: |                    |                                      |                 |
|                   | DECREASES TO PROJECT RESERVE FUND: |                    |                                      |                 |



# University Of Utah UNIVERSITY OF UTAH For the Period of March 21, 2008 to May 2, 2008

| O M                                   | Ū                | 0085-13049 Н                      | Z)         | Z                | ס                                     |                                       | В                 |                     | PROJ. NO.            |
|---------------------------------------|------------------|-----------------------------------|------------|------------------|---------------------------------------|---------------------------------------|-------------------|---------------------|----------------------|
| ENDING BALANCE<br>01-00341-7000-05107 | PLANNING / OTHER | HEB North, Fire Sprinkler Upgrade | REMODELING | NEW CONSTRUCTION | DECREASES TO CONTINGENCY RESERVE FUND | INCREASES TO CONTINGENCY RESERVE FUND | BEGINNING BALANCE |                     | DESCRIPTION          |
| 2,574,846.68                          |                  | -1,438.00                         |            |                  |                                       |                                       | 2,576,284.68      |                     | CURRENT<br>TRANSFERS |
|                                       |                  | 175,274.11                        |            |                  |                                       |                                       |                   | FROM<br>CONTINGENCY | TOTALS<br>TRANSFERS  |
|                                       |                  | 11.18%                            |            |                  |                                       |                                       |                   | BUDGET              | % TO<br>CONSTR.      |
|                                       |                  | Construction                      |            |                  |                                       |                                       |                   |                     | PROJECT<br>STATUS    |



OFFICE OF THE VICE PRESIDENT FOR FINANCE AND BUSINESS 1445 Old Main Hill Logan, UT 84322-1445 (435) 797-1146 FAX: (435) 797-0710

30 April 2008

David L Buhler, Interim Commissioner Utah System of Higher Education Board of Regents Building, The Gateway 60 South 400 West Salt Lake City, Utah 84101-1284

Dear Commissioner:

SUBJECT:

USU Administrative/Delegation Reports

The following is a summary of the administrative reports for USU for the period 03/19/08 to 04/30/08 The reports are submitted to the Commissioner's Office at the same time they are submitted to DFCM

### Professional Contracts, 5 contracts issued (Page 1)

Item 1, CEP Chillers - The A/E fees for this project have exceeded what was anticipated because of studies and design needed to determine the best use of the funds. There are insufficient funds in the project to do all the work that has been designed and that is needed. Future capital improvement requests will be made to finish the project.

### Construction Contracts, 11 contracts issued (Page 2)

Item 2, Engineering Lab Fire Alarm (Sprinkler system) - The scope of this project has changed from a fire alarm to a sprinkler system. In studying the project, it made more sense to start with providing fire sprinkling to the building before a new fire alarm system is installed. Current codes require a much more stringent fire alarm system be designed if a building does not have a sprinkling system. The intent of this project now is to put the Fire Alarm funding toward the first phase of the fire sprinkler and then complete the fire sprinkler and alarm system with future capital improvement requests

Item 4, Military Science ROTC Renovation - The construction budget for the project was \$67,227 In order to award a contract for \$70,574 18 to USU Facilities, the difference of \$3,347 18 will be transferred from the Project Reserve Fund

### Report of Contingency Reserve Fund (Page 3)

No significant items

### Report of Project Reserve Fund Activity (Page 4)

A decrease of \$3,347 18 has been made from the Project Reserve Fund for the Military Science ROTC Renovation as explained above

### Current Delegated Projects List (Pages 5-6)

Of USU's 65 current projects, 9 are in the Design/Study phase, 39 in Construction, 16 are Substantially Complete, and 1 Complete

Sincerely,

Tred Attendants
Fred R. Hunsaker

Interim Vice President for

**Business and Finance** 



### Professional Contracts Awarded From 03/19/08 to 04/30/08

Office of the Vice President for Business and Finance 1445 Old Main Hill Logan, UT 84322-1445

| Contract Name                                                             | Firm Name                 | A/E Budget   | Fee Amount Comments | Comments                                                                                                           |
|---------------------------------------------------------------------------|---------------------------|--------------|---------------------|--------------------------------------------------------------------------------------------------------------------|
| 1 CEP Chillers                                                            | The RMH Group             | \$128,205.00 | \$156,808.00        | \$156,808.00 Includes design for future capital improvement projects. Balance needed from other line item budgets. |
| 2 NFS 248 Remodel                                                         | Architectural Design West | \$31,800.00  | \$31,800.00         |                                                                                                                    |
| <ol> <li>Engineering Lab Fire Alarm (Sprinkler system)</li> </ol>         | Ken Garner Engineering    | \$20,000.00  | \$7,500.00          | \$7,500.00 Design for corridor lighting phase                                                                      |
| 4 UWRL Hydraulics Laboratory                                              | ARW Engineers             | \$75,000.00  | \$6,700.00          | \$6,700.00 Structural engineering                                                                                  |
| MISCELLANEOUS CONTRACTS                                                   |                           |              |                     |                                                                                                                    |
| <ul><li>5 Agricultural Buildings Relocation<br/>(Equine Center)</li></ul> | Layton Construction       | \$5,000.00   | \$5,000.00 Stipend  | Stipend                                                                                                            |



Awarded From 03/19/08 to 04/30/08

**Construction Contracts** 

1445 Old Mam Hill

Office of the Vice President for Business and Finance Logan, UT 84322-1445

| Project                                                                     | Firm Name                       | Design Firm                           | Const Budget | Const Budget Contract Amt Comments                                                        |
|-----------------------------------------------------------------------------|---------------------------------|---------------------------------------|--------------|-------------------------------------------------------------------------------------------|
| 1 Steam/Condensate Upgrades<br>FY08                                         | . A.H. Palmer & Sons            | ultants                               | \$420,135.00 | \$420,000.00                                                                              |
| <ul><li>2 Engineering Lab Fire Alarm (Sprinkler system)</li></ul>           | Spindler Construction           | Spectrum Engineers                    | \$200,000.00 | \$200,000.00 Fire sprinkler system                                                        |
| <ol> <li>Engineering Lab Emergency<br/>Lighting Upgrade</li> </ol>          | Tec Electric                    | Ken Garner Engineering                | \$164,000.00 | \$148,459.00                                                                              |
| 4 Military Science ROTC<br>Renovation                                       | USU Facilities                  | Architectural Nexus                   | \$67,227.00  | \$70,574.18 The difference of \$3,347.18 will be transferred from the Project Bid Reserve |
| 5 Auditorium Upgrades                                                       | USU Facilities                  | USU Facilities Planning<br>and Design | \$200,000.00 | \$7,615.31 Wheelchair lift modifications                                                  |
| MISCELLANEOUS CONTRACTS                                                     | CTS                             |                                       |              |                                                                                           |
| 6 Auditorium Upgrades                                                       | The Elevator Company            | USU Facilities Planning<br>and Design | \$7,860.00   | \$7,860.00 Equipment only/platform lift                                                   |
| 7 New Well (Industrial Science)                                             | USU Facilities                  | USU Facilities Planning<br>and Design | \$7,860.00   | \$7,860.00 Telemetry equipment                                                            |
| 8 High Voltage Upgrades FY07                                                | Megger                          | USU Facilities Planning<br>and Design | \$6,296.25   | \$6,296.25 Equipment only/substation transformer                                          |
| <ul><li>9 Agricultural Buildings<br/>Relocation (Weather station)</li></ul> | Copper Mountain Electric        | USU Facilities Planning<br>and Design | \$6,198.00   | \$6,198.00 Permanent power to weather station                                             |
| 10 SER Data Center Upgrade<br>Phase I                                       | Federal Communications<br>Group | USU Facilities Planning<br>and Design | \$5,184.00   | \$5,184.00 Labor only                                                                     |
| 11 Fire Extinguishers                                                       | Utah Fire Equipment             | USU Facilities Planning<br>and Design | \$18,692.00  | \$5,123.12 Equipment only                                                                 |



### Report of Contingency Reserve Fund From 03/19/08 to 04/30/08

Office of the Vice President for Business and Finance

1445 Old Main Hill

Logan, UT 84322-1445

| Project Title                          | Current<br>Transfers | Total<br>Transfers<br>To (From)<br>Contingency | % to<br>Construction<br>Budget         | Project Status     | %<br>Completed<br>(Paid) |
|----------------------------------------|----------------------|------------------------------------------------|----------------------------------------|--------------------|--------------------------|
| BEGINNING BALANCE                      | \$575,328.80         |                                                |                                        |                    |                          |
| INCREASES TO CONTINGENCY RESERVE FUND  |                      |                                                |                                        |                    |                          |
| None                                   |                      |                                                |                                        |                    |                          |
| DECREASES TO CONTINGENCY RESERVE FUND  | <u> </u>             |                                                |                                        |                    |                          |
| Classroom Upgrades FY08 (Change order) | (4,719.47)           | (11,950.71)                                    | 1.75%                                  | 1.75% Construction | 722%                     |
| contractor support)                    | (2,217.75)           | (22,650.79)                                    | 5.52%                                  | 5.52% Construction | 83%                      |
| ENDING BALANCE                         | \$568,391.58         |                                                | ************************************** | T a mark An        | 1                        |
|                                        |                      |                                                |                                        |                    |                          |

### UtahState

### Report of Project Reserve Fund Activity From 03/19/08 to 04/30/08

Office of the Vice President for Business and Finance 1445 Old Main Hill Logan, UT 84322-1445

| Project Title                     | Transfer<br>Amount | Description                                |   | % of<br>Construction<br>Budget |
|-----------------------------------|--------------------|--------------------------------------------|---|--------------------------------|
| BEGINNING BALANCE                 | \$243,858.62       |                                            |   |                                |
| INCREASES TO PROJECT RESERVE FUND |                    |                                            | , |                                |
| None                              |                    |                                            |   |                                |
| DECREASES TO PROJECT RESERVE FUND |                    |                                            |   |                                |
| Military Science ROTC Renovation  | (3,347.18)         | (3,347.18) Amount needed to award contract |   | 4.74%                          |
| ENDING BALANCE                    | \$240,511.44       |                                            |   |                                |



## Current Delegated Projects List 04/30/08

Office of the Vice President for Busmess and Finance 1445 Old Main Hill Logan, UT 84322-1445

| CAPITAL DEVELOPMENT/IMPROVEMENT         A08080         Transformer/High Voltage Distribution Line/Water System (2001 Utility Upgrade)         Partial Completion           A13269         Campus Safely Lighting 2-3         Compus Safely Lighting 2-3         Compus Safely Lighting 2-3           A13267         Electrical Cabling from North Sub-Station         Construction           A08087         And Pump House and Contols         Substantial Completion           A11548         CPD/ECC Fire Alarm Ubgrades         Substantial Completion           A08073         Rectiful Performance) Hall         Substantial Completion           A08073         HPER Upgrades (Floors, AC, Locks, Fire Alarms)         Substantial Completion           A11544         Art Barn Electrical Upgrades         Substantial Completion           A12820         Vetermary Science Mechanical Upgrades         Substantial Completion           A13269         Carnusel Square Remodel         Construction           A13269         Carnusel Square Remodel         Construction           A13269         Carnusel Square Remodel         Construction           A13272         Business Building Renovation and Addition         Construction           A13289         Carlifuse Eduling Renovation and Addition         Construction           A13272         Business Building Renovation and Addition         Constru                                                                                            | Project<br>Number | Project Name                                                                   | Phase                           | Project<br>Budget |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------|---------------------------------|-------------------|
| Transformer/High Voltage Distribution Line/Water System (2001 Utility Upgrade) Campus Safety Lighting 2-3 Campus Safety Lighting 2-3 Electrical Cabling from North Sub-Station Wew Well (Industrial Science) Well Pump House and Controls CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) At Barn Electrical Upgrade Recital (Performance) Hall HPER Upgrades Floors A/C, Locks, Fire Alarms) At Barn Electrical Upgrade Recital (Performance) Hall HPER Upgrades Froor Veternary Science Fume Hood Upgrades From Electrical Upgrade Facilities Building Renovation and Addition Facilities Building Renovation and Addition ARC BSL-3 Facility Utan Botanical Complex Business Building Relocation ARC BSL-3 Facility Utan Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround ARC BSL-3 Facility Whith Voltage Upgrades FYO7 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades (Various Buildings) Jold Mann Entrance Auditorium Upgrades (Various Buildings) Jold Mann Entrance Ammal Science Window Replacement Fire Alarm Upgrades Window Replacement | CAPITAL DEV       | ELOPMENT/IMPROVEMENT                                                           |                                 |                   |
| Campus Safety Lighting 2-3 Campus Safety Lighting 2-3 Campus Safety Lighting 2-3 Electrical Cabling from North Sub-Station Wew Well (Industrial Science) Wew Well (Industrial Science) Well Pump House and Controls CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) Art Barn Electrical Upgrade Foreitrary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veternary Science Mechanical Upgrades Canousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Building Renovation and Addition Facilities Building Renovation and Addition ARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround Bush Turnaround High Voltage Ubgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades (Various Buildings) Old Mann Entrance Auditorium Upgrades (Various Buildings) Old Mann Entrance And Ammal Science Window Replacement Fire Alarm Ubgrades FY07 (Various Buildings) Old Mann Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                            | A08080            | Transformer/High Voltage Distribution Line/Water System (2001 Utility Upgrade) | Partial Completion/Construction | \$990,000         |
| Campus Safety Lighting FY07  Campus Safety Lighting FY07  New Well Industrial Science)  PDECE Fire Alam Upgrade  Recital (Performance) Hall  HPER Upgrades (Floors, A/C, Locks, Fire Alarms)  Art Barn Electrical Upgrade  Neterinary Science Fume Hood Upgrades  Fume Hood Upgrades FY07  Veterinary Science Mechanical Upgrades  Carousel Square Remodel  Campus Electrical Upgrade  Carousel Square Remodel  Campus Electrical Upgrade  Facilities Building Renovation and Addition  Facilities Chiller, Transformer, Generator  Business Building Electrical Upgrade  Replace High Voltage Switches/Phase I  Agricultural Buildings Relocation  LaRC BSL-3 Facility  Utah Botanical Center Wetland Discovery Lab  West Housing/Parking Complex  Bus Turnaround  High Voltage Upgrades FY07  Kent Concert Hall Seating/Ceiling  SER Mechanical Upgrades (Various Buildings)  Old Main Entrance  Animal Science Window Replacement  Fire Alarm Upgrades FY07 (Vanious Buildings)  Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                  | A12309            | Campus Safety Lighting 2-3                                                     | Construction                    | 581,508           |
| Electrical Cabling from North, Sub-Station New Well (Industrial Science) Well Pump House and Controls CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) Art Barn Electrical Upgrade Vetermary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Vetermary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agroutural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades (Various Buildings) Old Main Entrance Animal Science Vindow Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   | Campus Safety Lighting FY07                                                    |                                 | 139,655           |
| New Well (Industrial Science) Well Pump House and Controls CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall Recital (Performance) Hall Recital (Performance) Hall Art Barn Electrical Upgrades Veterinary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation ARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades (Various Buildings) Old Main Entrance Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | A13267            | Electrical Cabling from North Sub-Station                                      | Construction                    | 187,000           |
| Well Pump House and Controls  CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) Art Barn Electrical Upgrade Veterinary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Campus Electrical Upgrade Facilities Building Removation and Addition Facilities Chiller, Transformer, Generator Business Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation ARC BSL-3 Facility Urah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades (Various Buildings) Old Main Entrance Auditorium Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A08087            | New Well (Industrial Science)                                                  | Construction                    | 342,425           |
| CPD/ECC Fire Alarm Upgrade Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) Art Barn Electrical Upgrade Veterinary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation ARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   | Well Pump House and Controls                                                   |                                 | 233,734           |
| Recital (Performance) Hall HPER Upgrades (Floors, A/C, Locks, Fire Alarms) Art Barn Electrical Upgrade Veterinary Science Furne Hood Upgrades Furne Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Furne Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Building Renovation and Addition Facilities Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bwest Housing/Parking Complex Bwest Housing/Parking Complex Cent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | A11548            | CPD/ECC Fire Alarm Upgrade                                                     | Substantial Completion          | 154 453           |
| HPER Upgrades (Floors, A/C, Locks, Fire Alarms)  Art Barn Electrical Upgrade Veterinary Science Fume Hood Upgrades  Fume Hood Upgrades FY07  Veterinary Science Mechanical Upgrades  Carousel Square Remodel  Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Agricultural Buildings Relocation  Adentical Conter Wetland Discovery Lab  West Housing/Parking Complex  Bus Turnaround  High Voltage Upgrades FY07  Kent Concert Hall Seating/Ceiling  SER Mechanical Upgrades (Various Buildings)  Old Main Entrance  Animal Science Window Replacement  Fire Alarm Upgrades FY07 (Various Buildings)  Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                            | A08072            | Recital (Performance) Hall                                                     | Substantial Completion          | 13 025 915 *      |
| Art Barn Electrical Upgrade Veterinary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A08073            | C, Locks, Fire A                                                               | Substantial Completion          | 1,057,583         |
| Veterinary Science Fume Hood Upgrades Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | A11544            | Art Barn Electrical Upgrade                                                    | Construction                    | 19,209            |
| Fume Hood Upgrades FY07 Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrades/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | A12820            | Veterinary Science Fume Hood Upgrades                                          | Substantial Completion          | 489.836           |
| Veterinary Science Mechanical Upgrades Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   | Fume Hood Upgrades FY07                                                        |                                 | 279,926           |
| Carousel Square Remodel Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   | Veterinary Science Mechanical Upgrades                                         |                                 | 279,926           |
| Campus Electrical Upgrade Facilities Building Renovation and Addition Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | A08070            | Carousel Square Remodel                                                        | Substantial Completion          | 1.984,237         |
| Facilities Building Renovation and Addition Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Audiforium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | A13269            | Campus Electrical Upgrade                                                      | Construction                    | 326,222           |
| Facilities Chiller, Transformer, Generator Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A12895            | Facilities Building Renovation and Addition                                    | Construction                    | 1.017,096         |
| Business Building Electrical Upgrade Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Land Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   | Facilities Chiller, Transformer, Generator                                     |                                 | 404,454           |
| Replace High Voltage Switches/Phase I Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A13272            | Business Building Electrical Upgrade                                           | Substantial Completion          | 79,210            |
| Agricultural Buildings Relocation LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A13273            | Replace High Voltage Switches/Phase I                                          | Construction                    | 139,630           |
| LARC BSL-3 Facility Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | A13216            | Agricultural Buildings Relocation                                              | Construction                    | 10,672,038 *      |
| Utah Botanical Center Wetland Discovery Lab West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | A14093/A14097     | LARC BSL-3 Facility                                                            | Substantial Completion          | 662,892           |
| West Housing/Parking Complex Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | A14526            | Utah Botanical Center Wetland Discovery Lab                                    | Construction                    | 1,625,554         |
| Bus Turnaround High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | A08070            | West Housing/Parking Complex                                                   | Substantial Completion          | 192,091           |
| High Voltage Upgrades FY07 Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | A15262            | Bus Turnaround                                                                 | Substantial Completion          | 1,435,468         |
| Kent Concert Hall Seating/Ceiling SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | A15868            | High Voltage Upgrades FY07                                                     | Construction                    | 373,672           |
| SER Mechanical Upgrade/UPS Replacement Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A15869            | Kent Concert Hall Seating/Ceiling                                              | Construction                    | 322,822           |
| Eccles/Science-Technology Library Chilled Water Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | A15867            | SER Mechanical Upgrade/UPS Replacement                                         | Construction                    | 933,178           |
| Auditorium Upgrades (Various Buildings) Old Main Entrance Animal Science Window Replacement Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | A15870            | eq                                                                             | Substantial Completion          | 300,036           |
| Old Main Entrance<br>Animal Science Window Replacement<br>Fire Alarm Upgrades FY07 (Various Buildings)<br>Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A15871            | Auditorium Upgrades (Various Buildings)                                        | Substantial Completion          | 244,695           |
| Animal Science Window Replacement<br>Fire Alarm Upgrades FY07 (Various Buildings)<br>Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | A15875            | Old Main Entrance                                                              | Substantial Completion          | 60,852            |
| Fire Alarm Upgrades FY07 (Various Buildings) Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | A15873            | Animal Science Window Replacement                                              | Construction                    | 460,694           |
| Old Main Hill Landscaping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A15874            | Fire Alarm Upgrades FY07 (Various Buildings)                                   | Construction                    | 189,950           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | A15303            | Old Main Hill Landscaping                                                      | Substantial Completion          | 271,944           |

PAVING (STATEWIDE)
A08076 CPD Parking Lot (Changed from 900 East Rebuild)
A08076 Miscellaneous Paving

73,238 34,862

Substantial Completion Design

\$54,042,001

### **TOTAL** (65)

\* Project management delegated to USU.



OFFICE OF THE VICE PRESIDENT FOR FINANCE AND BUSINESS 1445 Old Main Hill Logan, UT 84322-1445 (435) 797-1146 FAX: (435) 797-0710

9 May 2008

David Buhler, Interim Commissioner Utah System of Higher Education Board of Regents Building, The Gateway 60 South 400 West Salt Lake City, Utah 84101-1284

Dear Mr Buhler:

Utah State University (USU) desires to acquire property located south of, but near, the current USU Tooele Regional Campus (USUTRC). The proposed property acquisition has been identified on the USU Master Plan for the Tooele Campus as needed to support future expansion and replacement of the present USUTRC (see the attached Preliminary Master Plan Study area in comparison to the existing Tooele Campus).

On April 2, 2008, the Tooele City Council approved Resolution 2008-11 authorizing the city administration to negotiate a real estate contract to transfer ownership of thirty (30) acres of land to USU and to give USU an option to purchase an additional twenty (20) adjoining acres within a few years. The City Redevelopment Agency Consultant has stated that the subdivision planning is to be completed within a few weeks and that such plans are to include the USUTRC Master Plan as presently envisioned by the USUTRC, the City, and the Tooele County School District. Therefore, USU has verbally agreed to acquire the land subject to approvals received by USU governing boards. Such approval is hereby requested on the conditions that there are no significant environmental problems that USU will have to remediate or cleanup and that the value of the land purchased by USU will not exceed the fair market value, as supported by an independent appraisal.

It is mutually understood that USU will provide land on which the School District may construct a Career Technology Education Center.

If USU acquires any of the property referred above, maintenance of such additional land will be supported by the USURTC until such time as state funding for Operation and Maintenance can be justified and approved.

USU has committed to the City to use all reasonable efforts to obtain the necessary approvals from the Board of Trustees and the Board of Regents. This request will be submitted to the USU Board of Trustees at their 23 May 2008 meeting and formal approval is expected. We request that this item be included in the Board of Regents 30 May 2008 meeting agenda for approval.

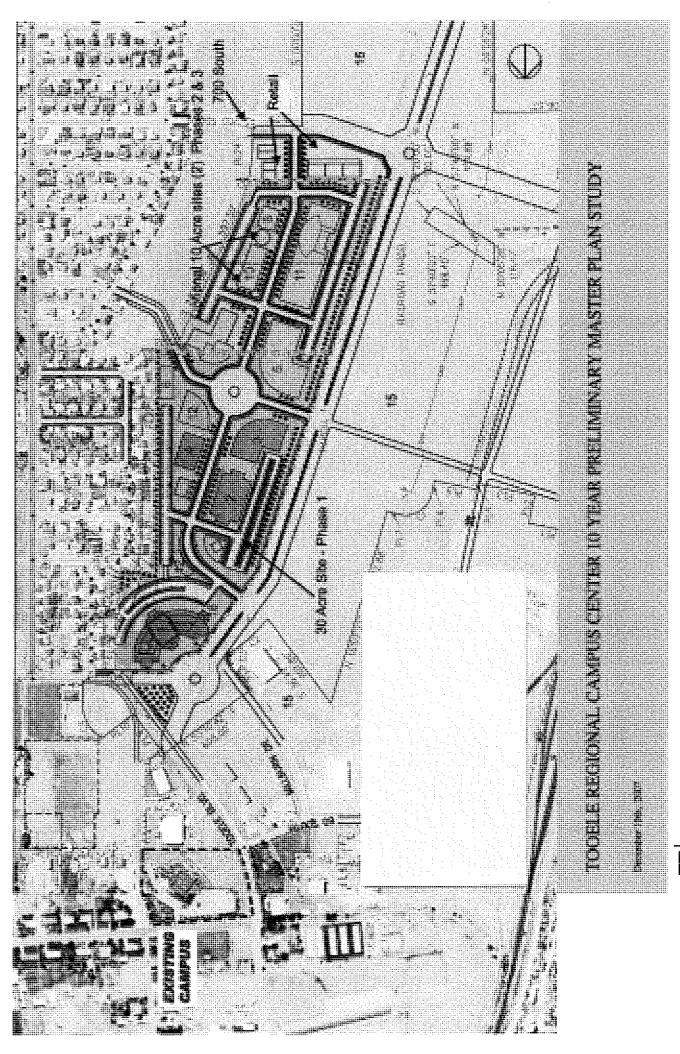
Sincerely,

Interim Vice President

for Business and Finance

c: Stan Albrecht Mark Spencer

Fred R. Hunsaker



Harris & Associates...



OFFICE OF THE VICE PRESIDENT FOR FINANCE AND BUSINESS 1445 Old Main Hill Logan, UT 84322-1445 (435) 797-1146 FAX: (435) 797-0710

9 May 2008

David Buhler, Interim Commissioner Utah System of Higher Education Board of Regents Building, The Gateway 60 South 400 West Salt Lake City, Utah 84101-1284

Dear Mr. Buhler:

Utah State University (USU) requests that the following disposal of building leasehold interest be placed on the consent calendar for the 30 May 2008 Board of Regents meeting. The proposed disposal has been approved in concept by the Board of Trustees and will be presented to the Trustees' Executive Committee for final approval on 14 May 2008.

A potential new development partnership has expressed interest in purchasing two existing buildings at the Innovation Campus and assuming the current ground leases on these buildings. The buildings are located at 1750 and 1770 Research Park Way and were originally developed and owned by Tri-Park Partnership of Logan.

As a result of the lease-purchase agreements previously entered into for these buildings, USU has leasehold interest which USU is preparing to sell to Tri-Park in conjunction with the sale of these two buildings by Tri-Park to the new development partnership. Sale proceeds would be used by USU to continue the implementation of the Innovation Campus development in accordance with master plans, including infrastructure for the USTAR Initiative buildings.

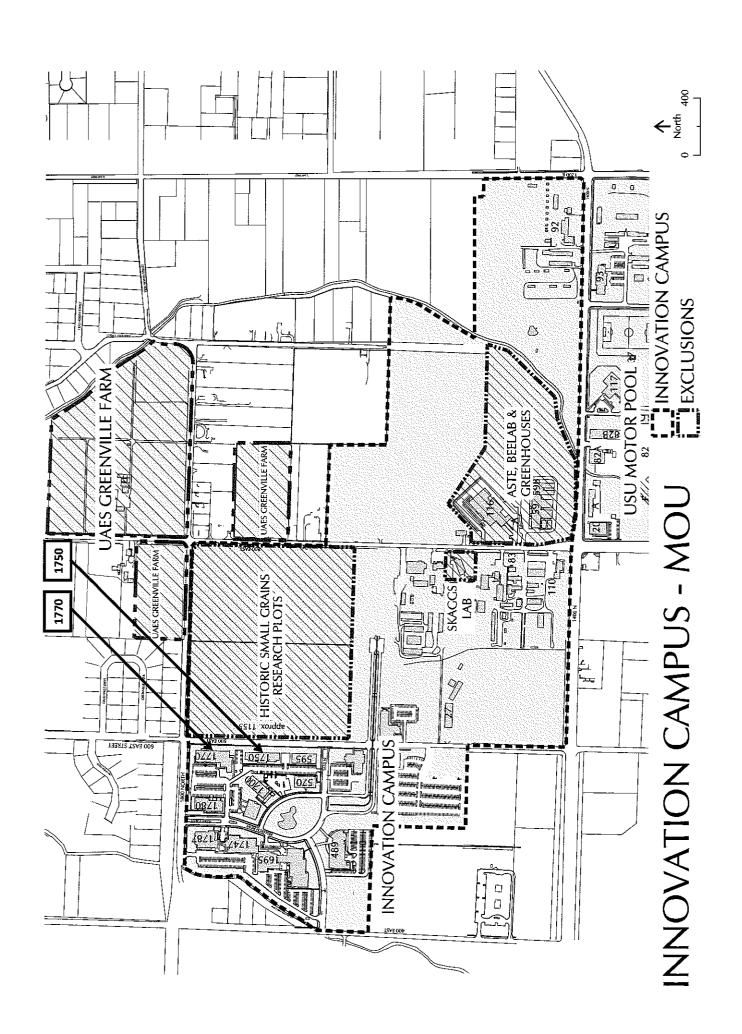
Sale of USU's leasehold interests is subject to approval by USU's governing boards and an independent appraisal that supports the sale price. Only after obtaining the required approvals and appraisal will USU close the sales transactions described above.

Sincerely,

Interim Vice President

for Business and Finance

c: Stan Albrecht Mark Spencer



### R926, Acceptable Use of Office-owned IT Resources (Amendments)

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### R926-2. References

- 2.1. Policy and Procedures R345, Information Technology Resource Security
- **2.2.** Policy and Procedures R927, Use and Security of Property
- **2.3.** Policy and Procedrues R951, Staff Employee Grievances
- 2.4 Policy and Procedures R952, Discrimination and Sexual Harassment Complaints
- **2.6.** Policy and Procedures R964, Corrective Action and Termination of Staff Personnel
- 2.7. Policy and Procedures R992, Information and Technology Resource Security
- **2.8.** Policy and Procedures <u>R993</u>, Records Access and Management

### R926-3. Office-owned IT Equipment and Software Policy

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**3.1.1.** The Office retains the right to allocate its information resources and to control access to its electronic communications systems.

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### **R926-4 Electronic Messaging Policy**

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**4.9.3.** An e-mail account will be limited to a quota [of 250 MB] set by OCHE guideline, however exemptions are possible with demonstrated need and approval by the cognizant Associate Commissioner. Users will be responsible to manage their personal storage space to keep it below the quotas. Users will be provided with mechanisms to archive e-mail. The archiving method used will be determined by work unit security and retention requirements. If an employee's mailbox size exceeds the storage limitation and remains above the specified limitation, users will be unable to create new messages. However, user's ability to receive new messages will NOT be affected.

. . .

**4.10. Email Retention and Backup** - [E-mail messages and appointments can be kept for as long as the User deems it necessary as long as the space limit set in 4.9.3 is not exceeded.] E-mail backup and retention [of tapes] guidelines will be based on a documented risk assessment, as set by the Information Technology Council established by R992.

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- **6.1.1.** Users shall treat institutional data files maintained by other Users as confidential unless otherwise classified pursuant to state or federal statutes, regulation, law or Board policy. Users shall not access files or documents belonging to others, without proper authorization or unless pursuant to routine system administration.
- **6.1.2.** Users shall not knowingly falsely identify themselves and will take steps to correct misrepresentations if they have mistakenly falsely identified themselves.
- **6.3. Security Limitations** Electronic communications systems have inherent limitations. No computer security system can absolutely prevent a determined person from accessing stored information that he/she is not authorized to access. Moreover, electronic documents may be disclosed pursuant to public records law or in the discovery process. Users should not consider e-mail to be private or secure. Messages addressed to nonexistent or incorrect user names may be delivered to unintended recipients.

. . .

**6.4. Prohibited Activities** - Any activity that violates OCHE's Information Resources Policy (R992) or generally accepted standards of computer ethics and etiquette is prohibited. Services associated with the computers, software, and electronic communication systems will not be used for illegal or improper purposes. This includes, but is not limited to, the generation of threatening, harassing, abusive, obscene or fraudulent messages. The use of the OCHE Systems must comply with this policy and applicable Federal and State Law. IT Resources may not be used in a manner that involves or facilitates any of the following prohibited uses:

. . .

**6.4.2.** Any attempt to gain or help others gain access without authorization or anything that jeopardizes the security of IT Resources, data, or confidential information, or the privacy rights of others;

. . .

**6.4.5.** Any use that is for personal gain of the employee or another person, including <u>selling access to their User-ID's</u>, political activity, personal business, or commercial enterprise or to solicit for charitable organizations not approved and sponsored by OCHE;

. .

- **6.4.8.** Destruction, damage or alteration to any Office IT Resource or property without proper authorization or any unauthorized change to the design or configuration of IT Resources, including the installation of non-OCHE approved screen savers or downloading executable software that is not approved by CS;
- **6.4.9.** Any unauthorized activity that interferes with or adversely affects the performance of the employee's work or the work or responsibilities of others using OCHE's networks and systems, such as implementing or propagating a computer virus, using destructive software, inappropriate game playing, or monopolizing information resources for entertainment or personal use;

. . .

**6.4.11.** Any attempt to circumvent or disable security, monitoring, filtering, or auditing software or systems of OCHE or engage in any activity that might be harmful to systems or information stored thereon or interfere with the operation thereof by disrupting services or damaging files. Examples include but are not limited to: running "password cracking" programs, attempting to read or change administrative or security files or attempting to or running administrative programs for which permission has not been

granted, using a telnet program to connect to system ports other than those intended for telnet, using false identification on a computer or system or using an account assigned to another, forging mail or news messages; or

**6.4.12.** Any attempt to monitor or tamper with another user's electronic communications or copy, change, or delete another user's files or software without the explicit agreement of the owner(s).

. . .

### **R926-7 Disciplinary Action Policy**

- **7.1. Report Non-compliance** Incidents of actual or supected non-compliance with this policy should be reported to the appropriate authorities.
- **7.2. Suspension of Access** A systems administrator may immediately suspend the access of a User when the administrator reasonably believes:
- 7.2.1. the User has violated Office policies or law; and
- **7.2.2.** the User's continuing use of Information Resources will result in: (1) damage to the Information Resources systems, (2) further violations of law or policy or (3) the destruction of evidence of such a violation.

The User shall be informed of his/her right to immediately appeal such a suspension to the cognizant head of the department or unit. Permanent revocation of privileges shall be imposed solely through the disciplinary processes set forth in paragraph 7.3.

Users who are not USHE employees may have their access to IT Resources unilaterally revoked if they violate this policy.

**7.3. Disciplinary Action** - Personal use of OCHE's It Resources is a privilege rather than a right. Staff members using the systems in an appropriate manner and on an occasional personal basis need not be concerned about monitoring activities or possible disciplinary actions. However, misuse of any of these systems or other violation of this policy may subject a staff member to disciplinary action up to and including termination of employment in accordance with policy R964, Corrective Action and Termination of Staff Personnel.

(Approved August 3, 2000; amended October 31, 2003 and October 26, 2006. Amendments May 30, 2008)

### R992, Information and Technology Resource Security (Amendments)

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### **R992-3. Definitions**

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**3.16. ISO 27002 Standard** - An information security standard published by the International Organization of Standardization (ISO). The standard provides a code of practice for information security which establishes guidelines and general principles for initiating, implementing, maintaining, and improving information security management within an organization.

### **R992-4. Policy**

**4.1.** Adoption of International Standards for Information Security Practices - The Board supports generally accepted standards for information security practices and adopts the ISO 27002 Standard to provide guidelines and general principles for information security management in OCHE.

. . .

**4.4. Information Handling** - Sensitive private and confidential information requires specific protections. This includes most client data. Unauthorized access or disclosure could result in reputation, regulatory, and/or financial harm to OCHE, its staff, and/or its clients. OCHE [has] shall adopt minimum standards associated with the handling of sensitive information, which shall include the use of cryptographic controls, as appropriate. IT Resource Stewards may also define additional controls for their data.

. . .

(Adopted January 20, 2006. Amendments May 30, 2008.)

### May 21, 2008

### MEMORANDUM

TO: Finance Committee

FROM: David L. Buhler

SUBJECT: Preview of Upcoming Issues

### <u>Issue</u>

The Commissioner's staff is working on a number of issues which will come to the Committee in the July or September Board meeting.

**Capital Planning**. A sample Five-Year Capital Development plan will be presented as Information in July and for action in September. This planning scenario balances new space and renovated space, consistent with the current condition of buildings and the projected institutional space needs.

**Q&P Capital Development Projects for 2009-2010.** The annual Q&P rankings for capital development projects will be presented for Regent review and approval in the September meeting.

**Legislative Budget Request for 2009-2010**. Preliminary work is underway on the next legislative budget cycle. In the July meeting, Regents will discuss potential themes and categories for the 2009 Legislative session, prior to discussing specific appropriation requests in September.

IT Security Audits, Year 2. A panel of security experts from within USHE conducted a rudimentary review of network security at nine institutions during 2007-08. A more systematic review is planned for 2008-09. An audit review checklist and Year 2 schedule will be given to the Finance Committee in July.

**Business Office Staffing.** Recent events at two institutions triggered a staff review of the minimum number of business office staff members which is required to maintain satisfactory separation of duties. This staff report will be an information item for the committee in July.

**University of Utah Campus Master Plan.** The University has completed a comprehensive year-long planning process. Regents will be asked to endorse the new plan in July.

**Information Technology Strategic Plan for 2008-2009**. Dr. Steve Hess will present an updated IT Plan at the July meeting of the Board of Regents.

### July - Routine Consent Items.

- USHE 2007-2008 Final Work Program Revisions
- USHE 2008-2009 Initial Work Program
- USHE 2008-2009 Budget Implementation Reports

### July – Routine **Information** Item.

■ USHE – Update of Employee Health Plans

Commissioner's Recommendation

This is an information item only; no action is recommended.

David L. Buhler
Interim Commissioner for Higher Education

DLB/MHS/MV

### May 30, 2008

### MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: UHEAA-Student Loan Update

### Issue

A solution to the student loan crisis is evolving. For several months, UHEAA, along with many other student loan providers throughout the nation, has been urging Congress and the U.S. Department of Education to take aggressive action to restore confidence in the student loan financial markets. Such action is necessary to ensure the availability of student loans despite the continuing credit crises and turmoil in the economy. Action is urgently needed since institutions are currently notifying students of the availability of financial aid for the upcoming school year beginning this fall.

On May 7, 2008, President Bush signed into law the Ensuring Continued Access to Student Loans Act of 2008. The new law is the culmination of a whirlwind of bipartisan legislative action by the House and Senate to provide liquidity in the student loan market. The bill increases annual loan limits by \$2,000 for borrowers, clarifies the U.S. Secretary of Education's (the Secretary) authority to advance funds to state guaranty agencies to make loans directly to students as a lender of last resort, and gives the Secretary temporary authority to purchase loans as a secondary market of last resort.

On May 21, 2008, the Secretary issued a letter outlining a plan to bolster the student loan market (see attached copy of the Secretary's letter). The Secretary's proposal includes a short-term proposal as well as a longer-term proposal to explore options with the student loan community to reengage the capital markets. In the short run, the Secretary's plan includes an agreement to buy loans from lenders made after May 1, 2008 through September 2009 at full value plus accrued interest and a \$75 per-loan flat fee to cover origination costs. The Secretary's plan is designed to protect lenders against losses on new loans for one year with the hope that the capital markets improve.

While many questions remain and details are yet to be published, UHEAA is viewing the Secretary's plan as a helpful development. UHEAA is continuing to review the Secretary's proposal and will analyze the Secretary's plan as further details emerge.

### Commissioner's Recommendation

| This report is for information of | only. | Νo | action | is ne | eded. |
|-----------------------------------|-------|----|--------|-------|-------|
|-----------------------------------|-------|----|--------|-------|-------|

David L. Buhler
Interim Commissioner of Higher Education

DLB/DAF Attachment

### May 21, 2008

### **MEMORANDUM**

| ٦   | ГО: | State Board of Regents  |
|-----|-----|-------------------------|
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FROM: David L. Buhler

SUBJECT: Southern Utah University – Notification of Food Service Outsourcing Agreement

Officials at Southern Utah University wish to inform the Board of Regents of the decision to change from an on-campus to an outsourced food service arrangement. A campus committee selected Chartwells, one of the largest vendors in the U.S.

While outsourcing contracts do not require Board of Regents approval, the Commissioner encourages Board notification.

### Commissioner's Recommendation

This agenda item is for information only.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS Attachment



351 West University Blvd. Cedar City UT 84720 Office (435) 586-7702 Fax (435) 586-5475 benson@suu.edu

MICHAEL T. BENSON PRESIDENT

May 13, 2008

Dr. David Buhler, Interim Commissioner Utah State Board of Regents The Gateway 60 South 400 West Salt Lake City, UT 84101

Dear Dave:

Southern Utah University undertook the RFP process to solicit food service vendors interested in providing this service to SUU. The University has recently completed that process.

A committee of thirteen, comprised of faculty, staff and students, was convened to review the proposals and to attend presentations given by the competing companies. To solicit input from the University community articles were published in the campus newspaper and on two occasions the chair of the committee, Donna Eddleman, Vice President for Student Services, spoke of the University's interest in contracting for service during open, public University forums.

The committee selected Chartwells, a division of Compass Group, Inc. Their decision has been reviewed and approved by both the President's Council and the SUU institutional Board of Trustees.

The Regents are being apprised of this move from in-house to contracted food service in order to remain informed regarding campus operations.

Yours sincerely,

Mahml TBenson

### May 21, 2008

### MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Information Update on Plan of Financing for Residence Hall

Replacement Phase II

In March 2008, the Regents approved an SUU student housing revenue bond for up to \$15 million. However, the University planned to seek \$3 million from private sources and limit the revenue bond to \$12 million.

The University has received \$.9 million in cash gifts and \$2.2 million in donated property. In order to facilitate an aggressive construction timetable, the SUU Board of Trustees has approved the collateralizing of donated property in exchange for a \$2 million Letter of Credit from the individuals who donated the property. With the LOC in place, construction may begin immediately.

This change in the plan of financing does not require Regent approval. The Commissioner and President Benson wished to provide this update because the financial arrangement is somewhat of a change from what was previously anticipated.

### Commissioner's Recommendation

This agenda item is for information only.

David L. Buhler
Interim Commissioner of Higher Education

DLB/MHS Attachment



351 West University Blvd. Cedar City UT 84720 Office (435) 586-7702 Fax (435) 586-5475 benson@suu.edu

MICHAEL T. BENSON PRESIDENT

May 13, 2008

Dr. David Buhler, Interim Commissioner Utah State Board of Regents The Gateway 60 South 400 West Salt Lake City, UT 84101

Dear Dave,

On May 2<sup>nd</sup>, 2008 the SUU Board of Trustees approved the collateralizing of two pieces of property along Highway 56 in exchange for a \$2 million Letter of Credit from Goodboro Partners, LLC, so that the replacement of Manzanita Hall can move forward.

### **Project Construction Funding**

The University plans to build a 278 bed student housing facility with a total project cost of \$15 million including construction costs, furniture, fixtures and equipment. The Legislature approved a 12 million bond contingent upon \$3 million of private funding. The bonding for this project was approved by the Southern Utah University Board of Trustees and the Utah State Board of Regents, subject to the acquisition of private funding.

Jacobson Construction of Salt Lake City, UT, was selected [on April 29<sup>th</sup>] as the contractor for the project by the Division of Facilities and Construction Management (DFCM).

Wells Fargo, the financial advisor for the project, anticipates marketing the bonds immediately upon confirmation that the University has secured \$3 million in cash or its equivalency in irrevocable Letters of Credit.

DFCM has stipulated that construction commence immediately and be completed no later than the end of July 2009 to accommodate student occupancy by mid-August 2009.

### **Need for Letter of Credit**

In the University's pursuit of the \$3 million private funding it received a \$900,000 cash gift and a \$2.2 million property donation.

The donated property was appraised at \$2.2 million on December 27, 2007 and reflects a 28% undivided ownership in a 78 acre parcel. Following numerous attempts to collateralize the property with a variety of lending institutions, it became apparent that this generous gift could

Page Two SUU Project Construction

not be collateralized within the current economic climate. Therefore, the University sought a \$2 million Letter of Credit from Goodboro Partners, LLC.

### **Trust Deed**

This LOC will be collateralized by land valued at no less than \$2,600,000.00, through a commercially reasonable trust deed encumbering the land with terms agreed upon by the parties. If for some reason the University is unable to secure the \$2,000,000 of private funding needed by that time, SUU will sell the properties to cover Goodboro's \$2,000,000 LC and retain all proceeds from the sale above the \$2,000,000 trust deed amount. The University's exposure cannot exceed \$2 million in the event it must liquidate.

### **Summary**

It is the intent of the University to continue its fund raising efforts between now and February 2009, along with aggressive attempts to liquidate the donated Nichols' property, so that the balance of private dollars needed can be applied to the project.

The Regents are being notified so that the DFCM contract with Jacobsen Construction and MHTN Architects can be properly finalized and the financing model update shared.

Yours sincerely,

Mahml TBersm

### May 22, 2008

### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Amendments to R512, Determination of Resident Status—Action Item

### Issue

Following the enactment of H.B. 118 during the 2007 General Session of the Utah Legislature, which substantially altered the requirements to obtain resident student status, the Board in June 2007 approved numerous revisions to R512 consistent with the new statutory language. When the policy amendments, some of which were transitional, were adopted last year, it was anticipated that additional amendments would be brought forward this year to eliminate transitional language, and to address any concerns that arose during the policy's first year of implementation.

### Background

On April 25, 2008, a meeting was held with all USHE campus residency officers to discuss issues and concerns with R512 that have arisen during the 2007-2008 academic year, and to discuss amendments necessary to ensure accurate and consistent implementation across USHE institutions. Based on the feedback received at that meeting, the following amendments are being proposed:

- Sections 4.4 and 4.5, which maintained the old 3-year/60-credit hour rules for the 2007-2008 academic year while the law and new policy were in transition, have been deleted. As of July 1, 2008, the one-year waiting period will become the standard for all nonresident students moving forward.
- In the newly renumbered section 4.4 (formerly section 4.6), several provisions have been amended to clarify that a student must produce relevant documents at least 90 days before the first day of class of the term for which he or she seeks resident student status.
- Section 5.6 has been amended to clarify that a dependent student with one parent who has been domiciled in Utah for at least 12 months shall be eligible immediately for resident student status, upon submission by the parent of documentation demonstrating that the parent has established permanent residence in Utah.
- Section 6.3 has been amended to delete repetitious language.

Revised language in Section 4.1.2 (Policies for Non-Credit Programs) is also under consideration, but is not being presented at this time pending further discussion and review by the affected institutions, particularly the Salt Lake Community College Skills Center and UCAT. Any amendment to this section will be submitted to the Regents at the July 2008 Board meeting.

### Commissioner's Recommendation

|       | The Commissioner | recommends | that the | Regents | approve | the | proposed | amendments | to | Policy |
|-------|------------------|------------|----------|---------|---------|-----|----------|------------|----|--------|
| R512. |                  |            |          |         |         |     |          |            |    |        |

David L. Buhler
Interim Commissioner of Higher Education

### **R512, Determination of Resident Status**

### R512-1. Purpose

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

### R512-2. References

- **2.1.** Utah Code Ann. §53B-8-102 (Definition of Resident Student)
- **2.2.** Utah Code Ann. §23-13-2 (Definition of Domicile)
- **2.3.** Utah Code Ann. §31A-29-103 (Definition of Domicile)
- **2.4.** Utah Code Ann. §41-1a-202 (Definition of Domicile)
- **2.5.** Utah Code Ann. § 53B-8-101 et seq. (Tuition Waivers & Scholarships)
- **2.6.** Policy and Procedure R510, Tuition and Fee Policy
- **2.7.** Policy and Procedure R513, Tuition Waivers & Reductions

### **R512-3. Definitions**

- **3.1. Domicile** For purposes of this policy, the term "domicile" shall be defined consistent with general Utah law defining domicile, and shall mean the place:
  - **3.1.1.** where an individual has a fixed permanent home and principal establishment:
  - **3.1.2.** to which the individual if absent, intends to return; and
  - **3.1.3.** in which the individual, and the individual's family, voluntarily reside, not for a special or temporary purpose, but with the intention of making a permanent home.
- **3.2.** Parent As used in this policy, the term "parent" means the biological or adoptive parent of the student, regardless of whether the parent has legal custody of the student or whether the parent claims the student as a dependent.
- **3.3. Resident Student** An individual who:
  - **3.3.1.** can prove by substantial evidence, based on the totality of the circumstances, that, prior to the first day of classes for the term the student seeks

to attend as a resident student, he or she has established domicile in Utah and satisfied relevant waiting periods and other criteria, where applicable; or

**3.3.2.** meets one or more of the other criteria defining "resident student" set forth in this policy.

### R512-4. Resident Student Status – Waiting Period Required if Residence in Utah was Established for Educational Reasons

- 4.1. Institutional Discretion to Set Policy for Resident Student Status
  - **4.1.1.** Policies for Students Enrolled in Credit-Bearing Degree Programs -- Each institution may, at its discretion, and at the recommendation of the president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy. Such a policy shall not be more lenient than requiring a one-year waiting period as set forth herein in section 4.3, or be more strict than requiring students to maintain 3 years of continuous residency or complete 60 credit hours, whichever comes first.
  - **4.1.2. Policies for Non-Credit Programs** -- Because most non-credit applied technology programs are short-term (require less than a year to complete), the Utah College of Applied Technology and other USHE institutions offering non-credit courses or programs may, at their discretion, implement a policy that does not require residency classification for students enrolled in non-credit courses or programs.
- **4.2. General Rule**—A person who comes to Utah for the purpose of attending a public institution of higher education must satisfy one of the following criteria in order to be eligible for resident student status:
- 4.3. Establishing Utah Domicile and Maintaining Continuous Utah Residency for One Year (12 calendar months) and Declaring Financial Independence- Unless otherwise stipulated by institutional policy, any person who has come to Utah and established residency for the purpose of attending an institution of higher education may establish resident student status by, prior to the first day of classes of the term the student seeks to attend as a resident student: (A) demonstrating by objective evidence that he or she has established domicile in Utah and maintained continuous Utah residency for one year (12 calendar months) beginning July 1, 2007 or any date thereafter, regardless of the number of credit hours earned; and (B) submitting a declaration of financial independence to include documentation that the student is not claimed as a dependent on the tax returns of any person who is not a resident of Utah.
- **4.4.** Completion of Sixty (60) Credit Hours Any person who has come to Utah and established residency for the purpose of attending an institution of higher education may obtain resident student status prior to July 1, 2008 by, prior to the first day of classes of

the term the student seeks to attend as a resident student, establishing domicile in Utah, and maintaining continuous Utah residency while completing sixty (60) semester credit hours at a regionally accredited Utah higher education institution.

- 4.5. Establishing Utah Domicile and Maintaining Continuous Utah Residency for Three (3) Years Any person may establish resident student status prior to July 1, 2008 by, prior to the first day of classes of the term the student seeks to attend as a resident student, demonstrating by objective evidence that he or she has established domicile in Utah and maintained continuous Utah residency for three (3) years, regardless of the number of credit hours earned.
- **4.4.** Creating Utah domicile In determining whether an individual has established domicile in Utah, and is therefore a bona fide resident eligible for resident student tuition, institutions in the Utah System of Higher Education will review all relevant documentation submitted by the student, and make the residency determination based on the totality of the evidence. Students applying for resident student status are expected to submit as much of the following documentation as possible:
  - **4.4.1.** A Utah high school transcript issued in the previous year (previous 12 months) confirming attendance at a Utah high school in the previous 12 months;
  - **4.4.2.** Utah voter registration dated at least three (3) months (90 days) prior to the student's application for resident student status the first day of class of the term for which the student is seeking resident status;
  - **4.4.3.** Utah driver license or identification card with an original date of issue or renewal date at least three (3) months (90 days) prior to the student's application for resident student status first day of class of the term for which the student is seeking resident status;
  - **4.4.4.** Utah vehicle registration dated at least three (3) months (90 days) prior to the student's application for resident student status the first day of class of the term for which the student is seeking resident status;
  - **4.4.5.** Evidence of employment in Utah for at least three (3) months (90 days) prior to the student's application for resident student status the first day of class of the term for which the student is seeking resident status;
  - **4.4.6.** Proof of payment of Utah state income tax for the previous year;
  - **4.4.7.** A rental agreement or mortgage document showing the student's name and Utah address for at least 12 months prior to application for resident student status; and

- **4.4.8.** Utility bills showing the student's name and Utah address for at least 12 months prior to application for resident student status;
- **4.5.** "Continuous" residency For purposes of this policy, proof of maintenance of continuous physical presence in Utah is sufficient to prove "continuous residency." An individual will not jeopardize his or her status as a "continuous" resident solely by absence from the state for less than 30 total days during the 12-month period the individual seeks to count as the requisite waiting period. In addition: (a) A student who seeks resident student status for tuition purposes may be absent from the state for purposes such as temporary employment, education, or religious, charitable, or military service and continue to be considered a resident for tuition purposes provided he or she has not taken action to establish domicile elsewhere during his or her absence from Utah. (b) A student with long term ties to Utah, who has graduated from a Utah high school, and who has been absent from the state for a period of less than 12 months, may be considered a resident for tuition purposes if evidence can be presented showing that the student has established a Utah domicile.
- **4.6. Declaration of Financial Independence -** In addition to submitting objective evidence of domicile, a person seeking resident student status following 12 months of continuous residence in Utah must also submit a declaration of financial independence, which must include, at a minimum, evidence that the person is not claimed as a dependent on the federal or state tax returns of any person who is not a resident of Utah. Institutional residency officers may require such documentation at the time of initial application for resident student status, and at any time thereafter to verify a student's continued eligibility for resident student tuition.

### R512-5. Resident Student Status Based on Evidence of Residence in Utah for Noneducational Reasons—No Waiting Period Required if Presumption of Nonresident Status is Rebutted

- **5.1. Rebuttable Presumption of Non-Resident Status** A person who enrolls as a postsecondary student at a Utah institution prior to living in Utah for more than 12 continuous months, and who has therefore not met the waiting period criteria set forth in section 4 of this policy, will ordinarily be deemed a non-resident student for tuition purposes unless he or she presents evidence demonstrating that he or she moved to Utah and established domicile for non-educational reasons. A student may rebut the presumption of nonresident status and seek resident student status immediately, without satisfying the one-year continuous residency requirement, by submitting evidence of Utah residence arising from one or more of the following circumstances:
- **5.2.** United States Armed Forces Personnel Who are Utah Residents Prior to Active Duty Assignment or Deployment Outside Utah—Personnel of the United States Armed Forces who had Utah residency immediately prior to their deployment to active duty outside of Utah, and who reestablish residency in Utah no later than 90 days after the termination of active duty status, are immediately eligible, together with the

immediate members of their families residing with them in Utah, to apply for resident student status for tuition purposes.

- **5.2.1. "Prior Utah Residency"**—For purposes of this section, an individual will be deemed to have prior Utah residency if he or she can show, in the year immediately prior to active duty deployment, indicia of Utah domicile, such as the filing of a Utah tax return in the year prior to deployment; Utah voter registration; possession of a Utah driver's license; and establishment of Utah banking connections.
- **5.2.2.** "Immediate Family Member"—For purposes of this section, the term "immediate family member" means the spouse or unmarried dependent child of the individual in the Armed Forces.
- **5.2.3.** "Residing With"—For purposes of this section, "immediate family member" will be considered to be "residing with" an individual in the Armed Forces so long as the family member's domicile, or permanent address, is the same as that of the individual in the Armed Forces. If an "immediate family member" meets the domiciliary requirement, he or she may attend, with resident tuition rates at, any public college or university in Utah.
- **5.3. Marriage to Utah Resident** A person who marries a Utah resident eligible to be a resident student under this policy and establishes his or her domicile in Utah as demonstrated by objective evidence as provided in 4.6 is immediately eligible to apply for resident student status.
- Full Time, Permanent Employment in Utah A person who has established domicile in Utah for full-time permanent employment may rebut the presumption of a non-resident classification as provided in subsection 5.1 of this policy by providing substantial evidence that the reason for the individual's move to Utah was, in good faith, based on an employer requested transfer to Utah, recruitment by a Utah employer, or a comparable work-related move for full-time permanent employment in Utah. All relevant evidence concerning the motivation for the move should be considered, including, but not limited to, such factors as: (a) the person's employment and educational history; (b) the dates when Utah employment was first considered, offered, and accepted; (c) when the person moved to Utah; (d) the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student; (e) whether the person applied for admission to a USHE institution sooner than four months from the date of moving to Utah; (f) evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and (g) any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education. As with all such applications, the burden of proof is on the applicant to rebut the presumption of nonresident status. Furthermore, if an applicant applies for admission to a USHE institution prior to the application for employment, prior to the offer of employment, prior to the commencement of employment, or within four months of moving to Utah, absent

extraordinary evidence to the contrary, it shall be strongly presumed that the person came to Utah for the purpose of attending an institution of higher education, and shall be subject to the requirements of section 4 of this policy.

- **5.5. Spouse's or Parent's Full-Time Work** A spouse or dependent child of an individual who moves to Utah for full-time permanent employment, and establishes Utah domicile on that basis, is eligible to apply for resident student status. In determining the residency status of the enrolling spouse or dependent child, the institution shall consider all relevant evidence related to the individual's intent and domicile, including but not limited to, documentation set forth in section 5.10 of this policy.
- **5.6.** Parent Domiciled in Utah for at Least 12 Months A dependent student who has at least one parent who has been domiciled in Utah for least 12 months prior to the first day of class for the term for which the student seeks resident status student's application for resident student status is eligible for immediate resident student status, upon submission of the documentation identified in section 4.4 of this policy demonstrating that the parent has established Utah domicile.
- **5.7. Extenuating Circumstances** A person who has established domicile in Utah for child care obligations or extenuating financial or health reasons related to his or her divorce, the death of a spouse, or long-term health care needs or responsibilities related to the person's own health, or the health of an immediate family member, including the person's spouse, parent, sibling, or child, may apply for immediate resident student status upon submitting evidence that the move to Utah was, in good faith, based on such extenuating circumstances. All relevant evidence concerning the motivation for the move shall be considered, including:
  - **5.7.1.** the person's employment and educational history;
  - **5.7.2.** the dates when the long-term health care or child care responsibilities in Utah were first considered, offered, and accepted;
  - **5.7.3.** when the person moved to Utah;
  - **5.7.4.** the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;
  - **5.7.5.** whether the person applied for admission to an institution of higher education sooner than four (4) months from the date of moving to Utah;
  - **5.7.6.** evidence that the person is an independent person who is: (A) at least 24 years of age; or (B) not claimed as a dependent on someone else's tax returns;
  - **5.7.7.** any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education.

- **5.8.** Receipt of State Social Services Benefits A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a System institution and demonstrates objective evidence of domiciliary intent as provided in section 4.6 is immediately eligible to register as a resident student. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent domiciled in Utah during the time the individual received government aid shall count towards the one-year time period for Utah residency for tuition purposes upon termination of the government aid.
- **5.9.** Immigrant Placed in Utah as Political Refugee An immigrant, not otherwise qualified as a resident, is immediately eligible, upon establishment of Utah domicile, to apply for resident student status, if he or she is placed involuntarily in Utah as part of a United States or Utah government relocation program for foreign refugees fleeing civil war, religious or racial persecution, political oppression, or other legitimate reason. This section does not apply to refugees who are originally placed in another state and subsequently move to Utah voluntarily.
- **5.10.** Documentation Required to Rebut Presumption of Nonresident Status The institution, through its registrar, or designated person, is authorized to require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The burden of rebutting the presumption that the student is in Utah for educational reasons, and of establishing that he or she is in Utah for other than educational purposes, is upon the student. A student may be required to file any or all of the following within applicable timelines established by the institution:
  - **5.10.1.** A statement from the student describing employment and expected sources of support;
  - **5.10.2.** A statement from the student's employer;
  - **5.10.3.** Supporting statements from persons who might be familiar with the family situation;
  - **5.10.4.** Birth certificate;
  - **5.10.6.** Marriage certificate;
  - **5.10.7.** Documentation of eligibility for state social or rehabilitation services;
  - **5.10.8.** Documentation of immigration status and placement as political refugee;
  - **5.10.9.** Indicia of Utah domicile, including Utah voter registration, Utah vehicle registration, Utah driver's license or identification card, Utah state income tax return, rental contract or mortgage documents, bank records, and utility bills.

**5.11.** Penalties for Giving Incorrect or Misleading Information - A student who gives incorrect or misleading information to evade payment of non-resident fees shall be subject to serious disciplinary action and must also pay the applicable non-resident fees for each term previously attended.

# **R512-6.** Exceptions to Requirements of Domicile—Resident Student Status Based on Special Circumstances

- **6.1. Job Corps Students** A Job Corps student is entitled to resident student status if the student: (A) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (B) submits verification that the student is a current Job Corps student. Upon the termination of Job Corps enrollment/participation, the individual is governed by the standards applicable to non-Job Corps persons. The time spent residing in Utah during Job Corps enrollments counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Job Corp status.
- **6.2. Participation in Olympic Training Program** An athlete who is in residence in Utah to participate in a United States Olympic athlete training program, at a facility in Utah, approved by the governing body for the athlete's Olympic sport, shall be immediately eligible for resident status for tuition purposes. Upon the termination of the athlete's participation in such training program, the athlete shall be subject to the same residency standards applicable to other persons under this policy. The time spent residing in Utah during the Olympic athlete training program in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of the athlete's participation in a Utah Olympic athlete training program.
- **6.3. Membership in American Indian Tribe** An American Indian, not otherwise qualified as a resident, shall be entitled to resident student status if (A) he/she is enrolled on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah. or (B) he/she is a member of a federally recognized or known Utah tribe and has graduated from a high school in Utah. A list of recognized tribes will be maintained by the Office of the Commissioner of Higher Education and distributed to all campus residency officers.
- **6.4. Member of Utah National Guard** A person is entitled to resident student status if the person: (a) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (b) submits verification, in the form of either an enlistment contract or "orders of unit assignment," that he or she is an active member of the Utah National Guard. Upon the termination of Utah National Guard enlistment or duty, the individual is governed by the standards applicable to non-Utah National Guard persons. Any time spent residing in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Utah National Guard status.

- **6.4.1.** A member of the Utah National Guard shall be considered to maintain continuous Utah residency under this section for the length of time that he or she maintains membership in the Utah National Guard.
- **6.4.2.** A member of the Utah National Guard who performs active duty service outside the state of Utah shall be considered to maintain continuous Utah residency under this section.
- **6.5.** Active Duty United States Armed Forces Personnel Who are Residents of Other States but Stationed in Utah Personnel of the United States Armed Forces, who are residents of another state, but who are assigned to active duty in Utah, together with the immediate members of their families residing with them in Utah, are entitled to resident student status for tuition purposes during the time they are stationed in Utah on active duty. Upon the termination of active duty status, the military personnel and their family members are governed by the standards applicable to nonmilitary persons. Any time spent residing in Utah during the period of active duty in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of active duty status in Utah.

## **R512-7.** Waivers of Non-Resident Tuition—Non-Resident Students Exempt from Non-Resident Portion of Tuition

- **7.1.** Exemption of Nonresident Tuition for Certain Graduates of Utah High Schools To the extent allowed under federal law, a student, other than nonimmigrant alien within the meaning of paragraph (15) of subsection(a) of Section 1101 of Title 8 of the United States Code, shall be exempt from paying the nonresident portion of total tuition if the student:
  - **7.1.1.** attended high school in Utah for three or more years;
  - **7.1.2.** graduated from a high school in Utah or received the equivalent of a high school diploma in Utah;
  - **7.1.3.** registers as an entering student at an institution of higher education not earlier than the fall of the 2002-03 academic year; and
  - **7.1.4.** a student without lawful immigration status shall file an affidavit with the institution stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.
  - **7.1.5.** "Entering Student" For purposes of this section, "entering student" means a student whose first matriculation in any institution of higher education is in a public institution of higher education within the Utah System of Higher Education.

- **7.2.** Exemption of Nonresident Tuition for Certain Foreign Nationals A student shall be exempt from paying the nonresident portion of total tuition if the student:
  - **7.2.1.** is a foreign national legally admitted to the United States;
  - **7.2.2.** attended high school in Utah for three or more years; and
  - **7.2.3.** graduated from a high school in this state or received the equivalent of a high school diploma in this state.
- **7.3.** International Students Without U.S. Residency Status are Deemed Nonresidents Aliens who are present in the United States on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified as nonresident.
  - **7.3.1.** Aliens who have been granted immigrant or permanent resident status in the United States shall be classified for purposes of resident status according to the same criteria applicable to citizens.
- **7.4.** Exemption of Nonresident Tuition as Athletic Scholarships In addition to the waivers of nonresident tuition available to each institution under Utah Code Ann. § 53B-8-101 et seq., and Policy R513, each institution may, at its discretion, grant as athletic scholarships full waiver of fees and nonresident tuition, up to the maximum number allowed by the appropriate athletic conference, and as recommended by the president of each institution.
- **7.5.** Exemption of Nonresident Tuition Under Tuition Waiver Policy A nonresident student may be eligible for a full or partial waiver of nonresident tuition according to the applicable provisions of Policy R513 (Tuition Waivers and Scholarships).
- **7.6.** Western Undergraduate Exchange (WUE) Students to be Classified as Nonresidents—A student attending a USHE institution under the Western Undergraduate Exchange program is considered to be domiciled in his or her home state, and therefore cannot use time spent in Utah as a student toward the waiting period required for resident student status.

#### **R512-8.** General Provisions

**8.1.** Reclassification by the Institution - If a student is classified as a resident, or granted residency by a USHE institution, the USHE institution may initiate a reclassification inquiry and in fact reclassify the student, based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of the USHE institution.

## 8.2. Reciprocity and Acceptance of Another Institution's Determination

- **8.2.1.** Transferring Students and Minimum Credit Hour Policies A USHE institution may implement a policy that requires undergraduate or graduate students transferring from another USHE institution to demonstrate completion of a minimum number of credit hours as a condition of receiving resident student status, so long as such policy does not require transferring students to complete more than 60 credit hours prior to transferring.
- **8.2.2. Reciprocity** In the absence of a minimum credit-hour requirement, a determination to grant residency to a student at a USHE institution shall be honored at other USHE institutions, unless the student obtained residency under false pretenses, or the facts existing at the time of the granting of residency have significantly changed.

### **R512-9.** Procedures for Determining Resident Status

- **9.1. Application Deadline** Students must meet institutional application deadlines for each term. Institutions may establish policy regarding acceptance of late residency applications for current term consideration. Unless institutional policy allows otherwise, institutions may not accept applications for resident student status or supporting documentation after the third week of the semester or term for which the student seeks resident student status. Ordinarily applications or supporting documentation received after the third week should be considered for the following semester.
- **9.2. Initial Classification** Each institution shall classify all applicants as either resident or nonresident. If there is doubt concerning resident status, the applicant shall be classified as a nonresident.
- **9.3. Application for Reclassification** Every student classified as a nonresident shall retain that status until he/she is officially reclassified to resident status.
- **9.4. Informal Discussion with Responsible Officer** If a written application for a change from nonresident to resident classification is denied, the applicant shall have the right to meet with the responsible officer for the purpose of submitting additional information and discussing the merits of his/her application.
- **9.5. Appeals** An applicant for resident status may appeal an adverse ruling in accordance with procedures approved by the institutional Board of Trustees. The appeal tribunal shall make an independent determination of the issues presented upon the basis of such oral and written proofs as may be presented, and shall finally determine the status of the applicant consistent with the law and these policies.
- **9.6. Due Process** In order to provide due process to students who may want to appeal decisions made concerning nonresident status, each institution shall be responsible

for providing a means for appeals to be made. Each institution shall adopt procedures that fit the local campus situation, but the following guidelines shall be followed:

- **9.6.1.** Procedures for appeal shall be set out in writing by the institution, subject to approval by the Office of the Commissioner.
- **9.6.2.** The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.
- **9.6.3.** The student appealing the decision shall have the responsibility of providing evidence that proves that he/she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the rationale of the decision-maker who previously ruled that the student was classified as a nonresident.
- **9.6.4.** Both the student and the administration's representative are entitled to representation by counsel.
- **9.6.5.** Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.
- **9.6.6.** It is not required that formal rules of evidence be followed; administrative hearing rules may be used.
- **9.6.7.** Decisions of the appeals tribunal must be in writing and must give reasons for the decision.
- **9.6.8. Refund** A ruling favorable to the applicant shall be retroactive to the beginning of the academic period for which application for resident status was made, and shall require a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.

(Adopted July 22, 1975; amended April 11, 1987, April 17, 1992, May 5,1995, January 12, 2001, October 19, 2001, July 12, 2002, April 16, 2004, December 9, 2004, April 22, 2005, April 21, 2006, June 8, 2007, and May 22, 2008)

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## May 22, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Board Policy R609 (Regents' Scholarship)—Action Item

#### <u>Issue</u>

Due to the Legislature's passage of S.B. 180, creating the Regents' Scholarship, the Board must adopt policies by July 15, 2008 to implement the new law.

## <u>Background</u>

During the 2008 General Session, the Utah Legislature passed, and Governor Huntsman signed into law, S.B. 180, creating the Regents' Scholarship. This legislation, sponsored by Senator Lyle Hillyard (R.-Logan) and Representative Mark Walker (R.-Sandy), establishes a base \$1,000 scholarship award for students who complete the Utah Scholars Core Course of Study with a designated GPA, and also allows students to earn additional funds by demonstrating exemplary academic achievement and saving in a UESP account.

Staff in the Office of the Commissioner have been working on several policy-related tasks, which include preparing Board policy R609, developing and distributing application materials, and assembling the components of an implementation manual for USHE financial aid officers and K-12 guidance counselors. The scholarship application deadline is May 30, 2008, and review of applications will begin at that time.

A draft of the new Board policy is attached, together with application materials that were distributed to every public high school in Utah in late April.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve policy R609 as presented.

David L. Buhler
Interim Commissioner of Higher Education

DLB/DSD:jc Attachments

## Policy R609—Regents' Scholarship

#### [FINAL DRAFT 5.22.08]

## R609-1. Purpose.

To encourage all Utah high school students to take a rigorous high school curriculum that will successfully prepare them for postsecondary education and the demands of the modern workforce; to provide incentives for all Utah high school students to prepare academically and financially for postsecondary education; to motivate high school students to work hard through the senior year; to increase the numbers of Pell Grant-eligible students qualifying for federal Academic Competitiveness Grants; and to increase the numbers of Utahns enrolling in Utah colleges and universities.

#### R609-2. References.

- **2.1.** Utah Code Ann. § 53B-8-108 *et seq.* (Regents' Scholarship Program).
- **2.2.** Utah Admin. Code § R277-700-7 (High School Core Graduation Requirements for Graduating Students Beginning with the Class of 2011).

#### R609-3. Definitions.

- 3.1. Academic Competitiveness Grants: Awards of up to \$750 for the first year of college and \$1300 for the second year of college that Pell Grant-eligible students may receive upon demonstrating the completion of a rigorous program of study in high school.
- **3.2.** Base Award: A \$1,000 base scholarship to be awarded to students who complete the core course of study with a cumulative weighted high school GPA of 3.0 or higher, and fulfill all other eligibility criteria.
  - **3.3**. **Board**: State Board of Regents.
- **3.4.** Core Course of Study: The 16.5-credit Utah Scholars core course of study, comprised of 4.0 years of English; 4.0 years of mathematics (at minimum Algebra I, Geometry, Algebra II), and a senior-year class beyond Algebra II); 3.5 years of social studies; 3.0 years of lab-based natural science (one each of Biology, Chemistry, and Physics); and 2.0 years of the same language other than English, in grades 9-12.
- 3.5. Exemplary Academic Achievement Award: A scholarship equal in value to 75% of the tuition costs for up to two years of full-time equivalent enrollment at any USHE institution or any Utah private nonprofit college or university in Utah that has been accredited by the Northwest Association of Schools and Colleges Students eligible for the scholarship are those who complete the core course of study with a cumulative weighted high school GPA of 3.5 or higher, submit a verified ACT score of 26 or higher (or equivalent SAT score), and fulfill all other eligibility requirements for the Regents' Scholarship.
- **3.6.** Regents' Diploma Endorsement: A certificate or transcript notation to be awarded to students who qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship.

- 3.7. Regents' Scholarship: A scholarship with two component awards: 1) a \$1,000 base scholarship to be awarded to students who complete the core course of study with a cumulative weighted high school GPA of 3.0 or higher, and fulfill all other eligibility criteria; and 2) a two-year scholarship awarded for exemplary academic achievement in completing the scholarship criteria.
- **3.8.** Scholarship Review Committee: The committee appointed by the Commissioner of Higher Education to review Regents' Scholarship applications and make final decisions regarding scholarship awards.
  - **3.9**. **UESP**: Utah Educational Savings Plan.

R609-4. Policy.

## 4.1. Conditions of the Scholarship Program and Program Terms.

Both the base award and the Exemplary Academic Achievement award of the Regents' Scholarship may be used at any public college or university within the Utah System of Higher Education, including the Utah College of Applied Technology; any private, non-profit institution of higher education in the state accredited by the Northwest Association of Schools and Colleges; or a Western Undergraduate Exchange program approved by the Board. The Board may limit or reduce the base Regents' Scholarship and supplemental program awards, as well as the total number of scholarships and supplemental awards granted, depending on available funding. A student who does not apply for the scholarship by February 1st of his or her senior year, or 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. Regents' Scholarship Criteria—Base Award.

To qualify for the base award of the Regents' Scholarship, an applicant must satisfy the following criteria:

- **4.2.1. Core Course of Study**. The applicant must submit an official high school transcript, and college transcript, if applicable, demonstrating, in grades 9-12: 1) completion of the core course of study, or 2) completion of all requirements of an International Baccalaureate diploma (for a complete list of courses satisfying the core requirements, visit <a href="https://www.utahsbr.edu">www.utahsbr.edu</a>).
- 4.2.2. Required GPA and Weighted Courses. The applicant must demonstrate completion of the core course of study or the International Baccalaureate Diploma requirements with a cumulative weighted high school GPA of at least 3.0, with no individual core course grade lower than a "C." The grade earned in any course designated on the student's high school transcript as Advanced Placement (A.P.), International Baccalaureate (I.B.), pre-International Baccalaureate, or concurrent enrollment, shall typically receive a 0.25 weight per semester. The Scholarship Committee does maintain the discretion to use different weighting criteria based on a variety of factors, including but not limited to, school schedules (e.g., terms, trimesters, etc.), student scores on A.P. or I.B. tests, and exceptional or unusual individual circumstances.

- **4.2.3. Required ACT or SAT score**. The applicant must submit at least one verified ACT or SAT score.
- **4.2.4. Qualify for a Utah High School Diploma**. Applicants applying from Utah public high schools must successfully pass all sections of the Utah Basic Skills Competency Test (UBSCT) and satisfy all other state and school district requirements for a Utah high school diploma. Applicants applying from accredited Utah private high schools must satisfy all applicable requirements for a private high school diploma. Home-schooled students are not eligible for the scholarship.
- **4.2.5. No criminal record.** The applicant must attest to the lack of a criminal record with the exception of misdemeanor traffic citations.
- **4.2.6. Proof of U.S. citizenship.** The applicant must attest to being a U.S. citizen who is eligible to receive federal financial aid.
- **4.2.7. Enrollment within 12 months**. The applicant must enroll full time at a qualifying institution of higher education within 12 months of the applicant's high school graduation unless the applicant seeks and obtains an approved leave of absence.
  - 4.3. Regents' Scholarship Criteria—Exemplary Academic Achievement Award.

In order to qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship, the applicant must satisfy all requirements for the base award, and in addition:

- **4.3.1. Required GPA.** The applicant must demonstrate completion of the core course of study or the requirements for an International Baccalaureate Diploma with a cumulative weighted high school GPA of at least 3.5, and no core course grade lower than "B."
- **4.3.2. Required ACT score**. The applicant must submit a verified composite ACT score of at least 26 (or equivalent SAT score).

### 4.4. Eligible Institutions.

Both the base Regents' Scholarship and the Regents' Exemplary Academic Achievement Scholarship may be used at any public college or university within the Utah System of Higher Education, including the Utah College of Applied Technology; any private, non-profit institution of higher education in the state accredited by the Northwest Association of Schools and Colleges; or a Western Undergraduate Exchange program approved by the Board.

#### 4.5. 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.

A scholarship may be transferred to a different eligible Utah institution upon request of the student.

## R609-5. Application Procedures

### 5.1. Application Deadline.

Students must submit a scholarship application by regular mail to the Utah System of Higher Education, or on-line at <a href="https://www.utahmentor.org">www.utahmentor.org</a> no later than February 1 of their high school senior year. Applications submitted at any time following the student's graduation from high school will not be accepted.

## 5.2. Required Documentation.

Required documents that must be submitted with a scholarship application include: 1) an official high school paper or electronic transcript, and official college transcript, where applicable, demonstrating all completed courses and GPA; 2) verified ACT or SAT test results; 3) the official application form. Applications that do not include all required documentation will not be considered. Applicants must also submit proof of UBSCT passage, receipt of a regular Utah public or private high school diploma, and final official transcripts, no later than September 1 of the year the applicant's class graduates from high school. Scholarship awards may be revoked if such documentation is not submitted, if such documentation demonstrates that an applicant did not satisfactorily fulfill all course and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified.

#### R609-6. Amount of Awards and Distribution of Award Funds.

#### 6.1. Amount and Number of Awards.

#### 6.1.1. Regents' Scholarship—Base Award.

The base scholarship is \$1,000, and, subject to annual appropriations and available funding, will be adjusted annually by the Board in an amount equal the average percentage tuition increase approved by the board for USHE institutions. The base amount of the scholarship, as well as the total number of scholarships awarded, may also be reduced commensurate with annual legislative appropriations and available funding.

### 6.2.2. Regents' Scholarship--Exemplary Academic Achievement Award.

A student who qualifies for the base award may also be eligible for the Exemplary Academic Achievement award equal in value to 75 percent of the actual cost of tuition for up to two years of full-time enrollment or until the associate's or bachelor's degree requirements have been met (which ever

happens first). If used at an eligible institution not within the Utah System of Higher Education, scholarship funds awarded will equal up to 75 percent of the tuition costs at the institution, not to exceed 75 percent of the average tuition costs at baccalaureate granting institutions within the Utah System of Higher Education. In addition, the student will receive a Regents' Diploma Endorsement. To retain the Exemplary Academic Achievement Scholarship, the student must maintain a cumulative postsecondary 3.0 GPA for two consecutive semesters and make reasonable progress toward completion of an associate's or bachelor's degree by enrolling in at least 12 credit hours per semester.

## **6.2.3.** Relationship to New Century Scholarship.

A student who completes the core course of study with a cumulative weighted GPA of 3.0 or better, and no individual core course grade below a "C," as part of his or completion of the requirements of an associate's degree, may be awarded the \$1,000 base award in addition to a New Century Scholarship. A student who completes both the requirements for the Exemplary Academic Achievement award and the New Century Scholarship will only be eligible to receive one of these two-year scholarships.

### 6.3. Distribution of Award Funds.

#### 6.3.1. Tuition Documentation.

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

### 6.3.2. 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 may be used for any qualifying higher education expense, including tuition, fees, books, supplies, equipment required for course instruction, or housing.

#### 6.3.3. 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 after the initial award has been made, depending on available funding. The recipient shall submit to the Utah System of Higher Education a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.

## 6.3.4. Credit Hours Dropped 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 the Utah System of Higher Education. 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.

## 6.3.5. Reasonable Progress toward Degree Completion.

The Board may cancel an Exemplary Academic Achievement award if the student fails to maintain a cumulative 3.0 GPA for two consecutive semesters for which he or she has received award funds; or fails to make reasonable progress toward the completion of a degree by enrolling in at least 12 credit hours each semester. Each semester, the recipient must submit to the Board an official transcript verifying his or her grades to demonstrate that he or she is meeting the required grade point average and is making reasonable progress toward the completion of a 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 or better the following semester to maintain eligibility for the scholarship.

## 6.4. Supplemental Award to Encourage College Savings.

Subject to available funding, a student who qualifies for the base award is eligible to receive up to an additional \$400 in state funds to match funds deposited in a Utah Educational Savings Plan (UESP) account. For each year from the student's 14th to 17th birthday that the student had an active UESP account, the Board may contribute, subject to available funding, up to \$100 (i.e., up to \$400 total for all four years) to the scholarship as a dollar-for-dollar match to the student's UESP account contributions during those years. If no contributions are made to a student's account during a given year, the matching amount will likewise be \$0. If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year. Matching funds apply only to contributions, not to transfers, earnings, or interest.

## R609-7. Continuing Eligibility.

### 7.1. No Awards after Five Years from High School Graduation.

The Board 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.

## 7.2. No Guarantee of Degree Completion.

Neither a base award, nor an Exemplary Academic Achievement award, nor any supplemental UESP award, guarantees that the recipient will complete his or her associate's or baccalaureate program within the recipient's scholarship eligibility period.

#### R609-8. Leave of Absence.

## 8.1. Scholarships Must be Used Within 12 Months of High School Graduation.

A scholarship recipient must enroll full time at an eligible Utah institution of higher education within 12 months of high school graduation unless the recipient seeks, and obtains, an approved leave of absence from the Board.

#### 8.2. Leave of Absence Does Not Extend Time.

An approved 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.

## R609-9. Scholarship Determinations and Appeals.

## 9.1. Scholarship Determinations.

Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions made, at the discretion of a Scholarship Review Committee appointed by the Commissioner of Higher Education, based on available funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his or her application, whether the decision is a scholarship award or denial of scholarship.

## 9.2. Notice of Eligibility for Academic Competitiveness Grant.

Each recipient of the scholarship will be notified in the decision letter that the recipient's satisfactory completion of the scholarship criteria also automatically qualifies the recipient, if he or she is a low-income student eligible for a Pell Grant, for a federal Academic Competitiveness Grant (ACG). The decision letter will include information on how to apply for an ACG through the U.S. Department of Education.

## 9.3. Appeals.

Applicants may appeal a denial of scholarship award by submitting a written appeal to the Utah System of Higher Education within 30 days of receipt of the decision letter. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education.

Hillcrest High School 7350 S. 900 E. Midvale, UT 84047

Re: Regents' Scholarship

Dear Principal/Counselor:

I am pleased to inform you of an exciting new scholarship for college-bound high school graduates for which some of your graduating seniors may be eligible. Because this scholarship is brand new, your help is needed to inform potentially eligible high school seniors of this scholarship and to help them apply.

During its 2008 session, the Utah Legislature enacted, and Governor Jon M. Huntsman, Jr. signed into law, S.B. 180, which created the "Regents' Scholarship." This legislation, sponsored by Senator Lyle Hillyard, is designed to motivate high school students to complete a rigorous college- and workforce-prep core course of study and enroll in postsecondary education immediately after high school. Start-up funding was also appropriated.

Specifically, S.B. 180 establishes a base scholarship of up to \$1,000 for any student who completes the prescribed core course of study with a 3.0 or better GPA. It also establishes an "Exemplary Academic Achievement Scholarship" that is worth 75% of tuition for two years of college if a student completes the core course of study with a 3.5 GPA and a 26 or higher ACT score.

Enclosed are several application forms and a description of the scholarship eligibility criteria, including the required core course of study. Please distribute additional copies to seniors who may be eligible, and encourage them to apply. You may also download a PDF of the application materials at the Utah System of Higher Education web site, <a href="https://www.utahsbr.edu">www.utahsbr.edu</a>. <a href="https://www.utahsbr.edu">Applications must be submitted no later than May 30, 2008</a>. Awards will be announced prior to the beginning of the academic year in August, and I will advise you of any recipients from your school.

Thank you for your cooperation and assistance in making students aware of this new scholarship opportunity. If you have specific questions, please contact our office at 801-321-7100.

Sincerely,

David L. Buhler Interim Commissioner of Higher Education

**Enclosures** 

#### April 30, 2008

Re: Regents' Scholarship

Dear Student:

Congratulations on becoming a Utah Scholar. You are one of a select group of 244 students to receive this honor, and should therefore feel very proud of your hard work and accomplishment. Not only have you built a solid academic foundation that will help you throughout life, you are also eligible to apply for an exciting new scholarship for college-bound high school graduates.

The Regents' Scholarship was created by the Utah State Legislature in 2008. This new scholarship program establishes a Base Scholarship of up to \$1,000 for any student who completes a prescribed core course of study, which is patterned after the Utah Scholars core course of study, with a 3.0 or better GPA. It also establishes an Exemplary Academic Achievement Scholarship that is worth up to 75% of tuition for two years of college if a student completes the core course of study with a 3.5 GPA and a 26 or higher ACT score. These scholarships may be used at any public college or university in the Utah System of Higher Education, as well as at Brigham Young University, LDS Business College, Westminster College, and Western Governors University.

Enclosed are an application form and a summary description of the scholarship eligibility criteria, including the required core course of study. You may also download a PDF of the application materials, and obtain additional details about this scholarship program, at the Utah System of Higher Education web site, www.utahsbr.edu.

Applications must be submitted no later than May 30, 2008. Awards will be announced prior to the beginning of the academic year in August, and you will be notified of the decision on your application.

I commend you again for your outstanding academic achievement and encourage you to apply for this scholarship.

Sincerely,

David L. Buhler Interim Commissioner of Higher Education

Enclosures

## **Frequently Asked Questions**

## Regents' Scholarship



- 1. Q: How much is the scholarship worth and what are the basic requirements to earn it?
  - A: The base "Regents' Scholarship" is \$1,000. To earn this scholarship, a student must complete the following courses in grades 9-12, which comprise the Utah Scholars core course of study, with no core grade lower than a "C" and a cumulative high school GPA of 3.0:
    - 4 years of English
    - 4 years of progressively advanced math (at minimum, Algebra 1, Geometry, Algebra 2, and a senior-year class beyond Algebra 2).
    - 3.5 years of social studies
    - 3 years of lab science (one each of Biology, Chemistry, and Physics)
    - 2 years of the same language other than English

In addition, the student must submit a verified ACT score, have no criminal record, be a U.S. citizen, and enroll full-time in college within 12 months of high school graduation.

A student who completes the above requirements with no grade lower than a "B" in the core course of study, obtains a 3.5 or higher cumulative high school GPA, and achieves a 26 or higher on the ACT is eligible for an Exemplary Academic Achievement Scholarship worth 75% of tuition for two (2) years of full-time college enrollment.

- 2. Q: Why these courses?
  - A: The core course of study reflects national research conducted by the U.S. Department of Education, ACT, Achieve, Inc., and other organizations concluding that these courses best prepare students for success in postsecondary education and the modern, global workforce.
- 3. Q. Will certain course grades be "weighted?"
  - A. YES. Advanced Placement (A.P.), concurrent enrollment, International Baccalaureate (I.B.), and pre-I.B. courses will be weighted .25 per semester course or 0.50 per year course. For example, a student who takes a full-year A.P. Calculus class and earns a "C" will have his/her course grade weighted from a 2.0 to a 2.5. The Scholarship Committee does maintain the discretion to use different weighting criteria based on a variety of factors, including but not limited to, school schedules (e.g., terms, trimesters, etc.), student scores on A.P. or I.B. tests, and exceptional or unusual individual circumstances.
- 4. Q: How is the scholarship funded?
  - A: The scholarship was created by the Utah Legislature in 2008 (S.B. 180) and is funded through a state appropriation determined by the Legislature.

- 5. Q: Does the scholarship have to be used at a Utah college or university?
  - A: YES. The scholarship may only be used at Brigham Young University, The College of Eastern Utah, Dixie State College, LDS Business College, Salt Lake Community College, Snow College, Southern Utah University, University of Utah, Utah College of Applied Technology, Utah State University, Utah Valley University, Weber State University, or Westminster College.
- 6. Q: Is the scholarship limited to tuition?
  - A: No. The scholarship may be used for any qualifying college-related expense, including tuition, fees, housing, and books.
- 7. Q: May I still receive and use the Regents' Scholarship if I already have another scholarship?
  - A: YES. You may "stack" the Regents' Scholarship on top of other scholarships and federal grant aid, including Pell Grants and the Academic Competitiveness Grant, but you may not be awarded both the Regents' Scholarship and a New Century Scholarship.
- 8. Q: How do I open a Utah Educational Savings Plan (UESP) account?
  - A: Please visit www.uesp.org or call 1-800-418-2551.
- 9. Q: Where can I obtain more information about Utah Scholars and the Regents' Scholarship?
  - A: More information about Utah Scholars and the Regents' Scholarship may be obtained at the Utah Scholars web site (www.utahscholars.org), the Utah State Board of Regents web site (www.utahsbr.edu), the Utah Higher Education Assistance Authority web site (www.uheaa.org), and the UtahMentor web site (www.utahmentor.org). You may also call the Utah System of Higher Education at (801) 321-7200.

## May 22, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Campus Retention Plan Reports from Weber State University and Utah State University—

Information Item

### <u>Issue</u>

As a follow-up item to the Board's Planning Retreat on persistence on March 20, 2008, the Board approved the Commissioner's recommendation that each institution should give a report regarding its current and future plans to improve student retention and completion rates. Because each of the institutions has unique student populations and programs designed to address retention, the sharing of such information will benefit not only the Regents but the system campuses as the institutions have the opportunity to learn from each other.

## Background

Beginning this month with presentations from Weber State University and Utah State University, we will hear a presentation from each institution over the next few months about campus efforts to promote student persistence. Presentations will be delivered to the Strategic Planning & Communications Committee according to the following schedule:

May 30 (Gateway): Weber State University and Utah State University July 11 (SUU): Southern Utah University and Dixie State College

Sept. 5 (CEU): College of Eastern Utah and Snow College

Oct. 24 (MATC): UCAT and UVU

Dec. 5 (U of U): University of Utah and Salt Lake Community College

Institutional representatives may coordinate these presentations with Dave Doty, Assistant Commissioner & Director of Policy Studies (801-321-7111, <a href="mailto:ddoty@utahsbr.edu">ddoty@utahsbr.edu</a>).

## Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Interim Commissioner of Higher Education

## May 22, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report on the Education Systems for the 21<sup>st</sup> Century Legislative Task Force—

Information Item

#### Issue

During its 2008 General Session, the Utah Legislature considered H.B. 490 ("Legislative Task Forces and Study Priorities"), which would have authorized and funded several legislative task forces and priorities for interim study. Among the proposed task forces was an "Education Systems for the 21st Century Task Force," which shall "review and make recommendations on how the state's public and higher education systems meet the education and workforce needs of the state and its people in the 21st Century global economy, including . . . (iv) the State Board of Regents; (v) the Utah College of Applied Technology; . . . (vii) the commissioner of higher education; and (viii) the roles, missions, and governance of institutions of higher education."

While H.B. 490 did not pass, the Legislative Management Committee did form a "Higher Education and Applied Technology Education Governance Committee" during the interim, tasked with studying most of the same issues identified in H.B. 490. This report will provide an update on the committee's focus and work to date.

#### Background

The committee, chaired by Senator Curtis Bramble and Representative Kevin Garn, has met twice, on April 30, 2008, and May 13, 2008. The committee has scheduled its next meeting for May 27, 2008 at 9:00 a.m.

Thus far the committee's focus has been on applied technology governance and the role of UCAT in delivering career and technical education within the Utah System of Higher Education. At the April 30<sup>th</sup> meeting, presentations were made by Interim Commissioner David L. Buhler, WSU President Ann Millner, UCAT President Rick White, and Tom Bingham, President of the Utah Manufacturers Association. At the May 13<sup>th</sup> meeting, presentations were made by SLCC President Cynthia Bioteau; Mary Shumway, CTE Director at the Utah State Office of Education; Don Ipson, Chair of the UCAT Board of Trustees; Campus Presidents Richard Maughan, Collette Mercier, and Mike Bouwhuis; and UCAT Board member William Prows. Time ran out before the committee could hear from UVSC President William Sederburg and Interim Commissioner Buhler. They will be on the May 27 agenda.

Agendas for future meetings have not yet been determined, although we anticipate further discussion about UCAT and perhaps several other issues related to higher education governance. The Commissioner will brief the Strategic Planning and Communications Committee at the May 30 meeting.

## Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Interim Commissioner of Higher Education

DLB/DSD:jc Attachments

## **Senator Howard A. Stephenson** proposes the following substitute bill:

| 1      | LEGISLATIVE TASK FORCES AND STUDY                                                                        |  |  |  |
|--------|----------------------------------------------------------------------------------------------------------|--|--|--|
| 2      | PRIORITIES                                                                                               |  |  |  |
| 3      | 2008 GENERAL SESSION                                                                                     |  |  |  |
| 4      | STATE OF UTAH                                                                                            |  |  |  |
| 5      | Chief Sponsor: David Clark                                                                               |  |  |  |
| 6      | Senate Sponsor: Curtis S. Bramble                                                                        |  |  |  |
| 7<br>8 | LONG TITLE                                                                                               |  |  |  |
| 9      | General Description:                                                                                     |  |  |  |
| 10     | This bill creates legislative task forces and authorizes certain additional interim                      |  |  |  |
| 11     | committee meetings.                                                                                      |  |  |  |
| 12     | Highlighted Provisions:                                                                                  |  |  |  |
| 13     | This bill:                                                                                               |  |  |  |
| 14     | <ul> <li>establishes statutory provisions for legislative task forces, including membership,</li> </ul>  |  |  |  |
| 15     | chairs, compensation of members, and staffing;                                                           |  |  |  |
| 16     | <ul> <li>establishes the Public Education Task Force, the Education Systems for the 21st</li> </ul>      |  |  |  |
| 17     | Century Task Force, and the Immigration Task Force;                                                      |  |  |  |
| 18     | <ul> <li>requires the task forces to review, make recommendations, and present a final report</li> </ul> |  |  |  |
| 19     | on specified issues; and                                                                                 |  |  |  |
| 20     | <ul> <li>authorizes up to five additional meetings during the 2008 interim for the Revenue</li> </ul>    |  |  |  |
| 21     | and Taxation Interim Committee.                                                                          |  |  |  |
| 22     | Monies Appropriated in this Bill:                                                                        |  |  |  |
| 23     | This bill appropriates:                                                                                  |  |  |  |
| 24     | ► \$185,000 from the General Fund for fiscal year 2007-08 only.                                          |  |  |  |
| 25     | Other Special Clauses:                                                                                   |  |  |  |



|          | The uncounted sections in this offi are repealed on November 30, 2008.                    |
|----------|-------------------------------------------------------------------------------------------|
| Į        | Jtah Code Sections Affected:                                                              |
| E        | ENACTS:                                                                                   |
|          | <b>36-12-20</b> , Utah Code Annotated 1953                                                |
| ι        | Incodified Material Affected:                                                             |
| E        | ENACTS UNCODIFIED MATERIAL                                                                |
| =        |                                                                                           |
| E        | Be it enacted by the Legislature of the state of Utah:                                    |
|          | Section 1. Section 36-12-20 is enacted to read:                                           |
|          | 36-12-20. Legislative task forces Membership Interim rules followed                       |
| (        | Compensation Staff.                                                                       |
|          | (1) A legislative task force shall consist of the following 11 members:                   |
|          | (a) four members of the Senate appointed by the president of the Senate, no more than     |
| tl       | hree of whom may be from the same political party; and                                    |
|          | (b) seven members of the House of Representatives appointed by the speaker of the         |
| E        | House of Representatives, no more than five of whom may be from the same political party. |
|          | (2) (a) The president of the Senate shall designate a member of the Senate appointed      |
| ļ        | under Subsection (1)(a) as a cochair of the task force.                                   |
|          | (b) The speaker of the House of Representatives shall designate a member of the House     |
| )        | of Representatives appointed under Subsection (1)(b) as a cochair of the task force.      |
|          | (3) In conducting its business, the task force shall comply with the rules of legislative |
| <u>.</u> | nterim committees.                                                                        |
|          | (4) Salaries and expenses of the members of the task force shall be paid in accordance    |
| V        | vith Section 36-2-2 and Legislative Joint Rules, Title 5, Chapter 3, Expense and Mileage  |
| F        | Reimbursement for Authorized Legislative Meetings, Special Sessions, and Veto Override    |
| S        | Sessions.                                                                                 |
|          | (5) The Office of Legislative Research and General Counsel shall provide staff support    |
| t        | o the task force.                                                                         |
|          | (6) Except as provided in its enabling legislation, a task force may hold up to eight     |
| <u>n</u> | neetings from April through November.                                                     |
|          | (7) A task force shall study issues, make recommendations, and report to an interim       |

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| 5/ | committee as provided in its enabling legislation.                                              |
|----|-------------------------------------------------------------------------------------------------|
| 58 | Section 2. 2008 Interim Legislative task forces Additional interim committee                    |
| 59 | meetings.                                                                                       |
| 60 | (1) The following legislative task forces are created during the 2008 interim:                  |
| 61 | (a) the Public Education Task Force;                                                            |
| 62 | (b) the Education Systems for the 21st Century Task Force; and                                  |
| 63 | (c) the Immigration Task Force.                                                                 |
| 64 | (2) Except as provided in Subsection (3), the task forces described under Subsection            |
| 65 | (1) shall comply with the provisions under Section 36-12-20.                                    |
| 66 | (3) (a) (i) In addition to the 11 legislators described under Subsection 36-12-20, the          |
| 67 | Public Education Task Force shall consist of the following seven members, for a total of 18     |
| 68 | members:                                                                                        |
| 69 | (A) the governor or the governor's designee;                                                    |
| 70 | (B) two members from the State Board of Education, appointed by the president of the            |
| 71 | Senate and speaker of the House of Representatives, in consultation with the State Board of     |
| 72 | Education;                                                                                      |
| 73 | (C) two local board of education members, one from an urban school district and one             |
| 74 | from a rural school district, appointed by the president of the Senate and speaker of the House |
| 75 | of Representatives, in consultation with the Utah School Boards Association; and                |
| 76 | (D) one classroom teacher who is designated NCLB highly qualified under rules of the            |
| 77 | State Board of Education, appointed by the president of the Senate and speaker of the House of  |
| 78 | Representatives; and                                                                            |
| 79 | (E) one employer who relies on employees with math or science competency,                       |
| 80 | appointed by the president of the Senate and speaker of the House of Representatives.           |
| 81 | (ii) (A) The president of the Senate shall designate a member of the Senate appointed           |
| 82 | under Subsection (3)(a)(i)(A) as cochair of the task forces.                                    |
| 83 | (B) The speaker of the House of Representatives shall designate a member of the                 |
| 84 | House of Representatives appointed under Subsection (3)(a)(i)(B) as a cochair of the task       |
| 85 | forces.                                                                                         |
| 86 | (iii) The Office of Legislative Research and General Counsel shall provide staff                |
| 87 | support to the task forces.                                                                     |

| 88  | (b) (i) A majority of the members of the task force constitute a quorum.                         |  |  |  |  |
|-----|--------------------------------------------------------------------------------------------------|--|--|--|--|
| 89  | (ii) The action of a majority of a quorum constitutes the action of the task force.              |  |  |  |  |
| 90  | (iii) (A) Salaries and expenses of the members of the task force who are legislators             |  |  |  |  |
| 91  | shall be paid in accordance with Section 36-2-2 and Legislative Joint Rules, Title 5, Chapter 3, |  |  |  |  |
| 92  | Expenses and Mileage Reimbursement for Authorized Legislative Meetings, Special Sessions,        |  |  |  |  |
| 93  | and Veto Override Sessions.                                                                      |  |  |  |  |
| 94  | (B) A member of the task force who is not a legislator may not receive compensation              |  |  |  |  |
| 95  | for the member's work associated with the task force, but may receive per diem and               |  |  |  |  |
| 96  | reimbursement for travel expenses incurred as a member of the task force at the rates            |  |  |  |  |
| 97  | established by the Division of Finance under Sections 63A-3-106 and 63A-3-107.                   |  |  |  |  |
| 98  | (c) The Public Education Task Force shall study and make recommendations on:                     |  |  |  |  |
| 99  | (i) the implementation of a goal-driven compensation system, including how                       |  |  |  |  |
| 100 | performance incentives may be implemented to motivate teachers in improving performance          |  |  |  |  |
| 101 | and student achievement; and                                                                     |  |  |  |  |
| 102 | (ii) mathematics, science, and technology education.                                             |  |  |  |  |
| 103 | (d) In conducting the study described under Subsection (3)(c)(i), the task force shall:          |  |  |  |  |
| 104 | (i) identify assessments of teacher performance that are valid, reliable, and objective;         |  |  |  |  |
| 105 | (ii) (A) evaluate to what extent existing data and data systems may be used to measure           |  |  |  |  |
| 106 | learning gains of a teacher's students; and                                                      |  |  |  |  |
| 107 | (B) determine what modifications of data or data systems are needed to effectively               |  |  |  |  |
| 108 | measure learning gains of a teacher's students;                                                  |  |  |  |  |
| 109 | (iii) identify assessments of teacher performance for teachers that teach subjects not           |  |  |  |  |
| 110 | tested by U-PASS (Utah Performance Assessment System for Students);                              |  |  |  |  |
| 111 | (iv) consider the appropriateness of compensation based on individual, team, or                  |  |  |  |  |
| 112 | school-based performance, or a combination of those, and to what extent school districts or      |  |  |  |  |
| 113 | schools should have flexibility in determining whether awards are based on individual, team, or  |  |  |  |  |
| 114 | school-based performance, or a combination of those;                                             |  |  |  |  |
| 115 | (v) consider how to transition from existing teacher compensation systems to systems             |  |  |  |  |
| 116 | in which a portion of compensation is based on performance; and                                  |  |  |  |  |
| 117 | (vi) consider what should be an appropriate range for the amount of a                            |  |  |  |  |
| 118 | performance-based award or what portion of total compensation should be based on                 |  |  |  |  |

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| 119 | <u>performance.</u>                                                                            |
|-----|------------------------------------------------------------------------------------------------|
| 120 | (e) (i) In conducting the study described under Subsection (3)(c)(ii), the task force shall    |
| 121 | first review and make recommendations on the following issues:                                 |
| 122 | (A) mathematics education in the state, including building upon best current practices         |
| 123 | and recently revised items;                                                                    |
| 124 | (B) world-class mathematics standards for the state, including a comparison with               |
| 125 | standards established in other states and nations;                                             |
| 126 | (C) the state's mathematics core curriculum;                                                   |
| 127 | (D) mathematics testing;                                                                       |
| 128 | (E) professional development of mathematics educators;                                         |
| 129 | (F) the recruitment of quality mathematics educators;                                          |
| 130 | (G) methods to improve students' mathematics performance, including reducing the               |
| 131 | need for remedial courses in both public education and higher education; and                   |
| 132 | (H) the articulation of mathematics education and courses between public education             |
| 133 | and higher education.                                                                          |
| 134 | (ii) As time permits, the task force shall review and make recommendations on issues           |
| 135 | relating to science and technology education.                                                  |
| 136 | (iii) The task force shall seek input from the State Board of Education, the State Board       |
| 137 | of Regents, the Utah School Boards Association, the Utah School Superintendents Association,   |
| 138 | parents and teachers associations, mathematics educators, science and technology educators,    |
| 139 | the state's colleges of education, departments of mathematics, and science and technology      |
| 140 | departments, mathematicians, businesses and industries whose employees require                 |
| 141 | mathematical, science, and technology knowledge, and parents when it performs the duties       |
| 142 | described under Subsections (3)(e)(i) and (3)(e)(ii).                                          |
| 143 | (f) The task force shall regularly report to the Education Interim Committee during the        |
| 144 | 2008 interim, including the task force's specific proposed items to be reviewed.               |
| 145 | (g) The task force shall issue a final report, including any proposed legislation, to the      |
| 146 | Education Interim Committee before November 30, 2008.                                          |
| 147 | (4) (a) The Education Systems for the 21st Century Task Force shall review and make            |
| 148 | recommendations on how the state's public and higher education systems meet the education      |
| 149 | and workforce needs of the state and its people in the 21st Century global economy, including: |

| 150 | (i) governance of the State System of Public Education;                                    |  |  |  |  |
|-----|--------------------------------------------------------------------------------------------|--|--|--|--|
| 151 | (ii) governance of the State System of Higher Education;                                   |  |  |  |  |
| 152 | (iii) the State Board of Education;                                                        |  |  |  |  |
| 153 | (iv) the State Board of Regents;                                                           |  |  |  |  |
| 154 | (v) the Utah College of Applied Technology;                                                |  |  |  |  |
| 155 | (vi) the superintendent of public instruction;                                             |  |  |  |  |
| 156 | (vii) the commissioner of higher education; and                                            |  |  |  |  |
| 157 | (viii) the roles, missions, and governance of institutions of higher education.            |  |  |  |  |
| 158 | (b) The task force may study any other issue relating to the State System of Public        |  |  |  |  |
| 159 | Education and the State System of Higher Education as determined by the task force.        |  |  |  |  |
| 160 | (c) A final report, including any proposed legislation shall be presented to the           |  |  |  |  |
| 161 | Education Interim Committee and the Business and Labor Interim Committee before            |  |  |  |  |
| 162 | November 30, 2008.                                                                         |  |  |  |  |
| 163 | (5) (a) The Immigration Task Force shall review and make recommendations on the            |  |  |  |  |
| 164 | following issues:                                                                          |  |  |  |  |
| 165 | (i) current and proposed federal and state laws, programs, and policies that relate to     |  |  |  |  |
| 166 | unauthorized or illegal immigrants residing within the state, including:                   |  |  |  |  |
| 167 | (A) employer verification of an employee's immigration status;                             |  |  |  |  |
| 168 | (B) postsecondary education benefits;                                                      |  |  |  |  |
| 169 | (C) access to federal, state, and local public benefits, including health care, food       |  |  |  |  |
| 170 | stamps, and cash assistance; and                                                           |  |  |  |  |
| 171 | (D) obtaining a valid driver license or identification card;                               |  |  |  |  |
| 172 | (ii) the state's role in enforcing federal immigration law, both criminal and civil;       |  |  |  |  |
| 173 | (iii) federal preemption of current or proposed state immigration laws; and                |  |  |  |  |
| 174 | (iv) the budgetary costs and economic benefits of illegal immigrants to the state.         |  |  |  |  |
| 175 | (b) The task force may study any other issue relating to illegal or unauthorized           |  |  |  |  |
| 176 | immigration as determined by the task force.                                               |  |  |  |  |
| 177 | (c) A final report, including any proposed legislation shall be presented to the           |  |  |  |  |
| 178 | Workforce Services and Community and Economic Development Interim Committee, the           |  |  |  |  |
| 179 | Business and Labor Interim Committee, and the Law Enforcement and Criminal Justice Interim |  |  |  |  |
| 180 | Committee before November 30, 2008.                                                        |  |  |  |  |

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| 181 | (6) (a) The Revenue and Taxation Interim Committee is authorized to hold up to five              |
|-----|--------------------------------------------------------------------------------------------------|
| 182 | additional meetings during the 2008 interim to review and make recommendations related to        |
| 183 | the state's property tax system.                                                                 |
| 184 | (b) In conducting the study described under Subsection (6)(a), the committee may seek            |
| 185 | the assistance of:                                                                               |
| 186 | (i) the Utah State Tax Commission, Utah Tax Review Commission, and local                         |
| 187 | government officials responsible for property tax administration; and                            |
| 188 | (ii) others with expertise relating to the state's property tax system.                          |
| 189 | Section 3. Appropriation.                                                                        |
| 190 | There is appropriated \$185,000 from the General Fund for fiscal year 2007-08 only, as           |
| 191 | follows:                                                                                         |
| 192 | (1) \$44,000 to the Senate to pay for compensation and expenses of senators on                   |
| 193 | legislative task forces and for additional interim committee meetings;                           |
| 194 | (2) \$81,000 to the House of Representatives to pay for the compensation and expenses            |
| 195 | of representatives on legislative task forces and for additional interim committee meetings; and |
| 196 | (3) \$60,000 to the Office of Legislative Research and General Counsel to pay for:               |
| 197 | (a) staffing and other costs relating to the Revenue and Taxation Interim Committee's            |
| 198 | study of the state's property tax system; and                                                    |
| 199 | (b) per diem and reimbursement for travel expenses for task force members who are                |
| 200 | not legislators.                                                                                 |
| 201 | Section 4. Repeal date.                                                                          |
| 202 | Uncodified Sections 2 and 3 of this bill are repealed on November 30, 2008.                      |

## H.B. 490 1st Sub. (Buff) - Legislative Task Forces and Study Priorities

## **Fiscal Note**

## 2008 General Session State of Utah

## **State Impact**

This bill appropriates \$185,000 from the General Fund, one-time, in fiscal year 2008 for Legislative task forces - \$44,000 to the Senate, \$81,000 to the House of Representatives, and \$60,000 to the Office of Legislative Research and General Counsel.

|                        | FY 2008   | FY 2009 | FY 2010 | F Y 2008 |         | 1 1 2010 |
|------------------------|-----------|---------|---------|----------|---------|----------|
|                        | Approp.   | Approp. | Approp. |          | Revenue | Revenue  |
| General Fund, One-Time | \$185,000 | \$0     | \$0     | 7(1)     | 30      | \$0      |
| Total                  | \$185,000 | \$0     | \$0     | \$0      | \$0     | \$0      |
|                        |           |         |         |          |         |          |

#### Individual, Business and/or Local Impact

Enactment of this bill likely will not result in direct, measurable costs and/or benefits for individuals, businesses, or local governments.

3/5/2008, 9:01:59 PM, Lead Analyst: Allred, S.

Office of the Legislative Fiscal Analyst

## **AGENDA**

# HIGHER EDUCATION AND APPLIED TECHNOLOGY GOVERNANCE COMMITTEE

UTAH LEGISLATURE

Tuesday, May 13, 2008 • 2:00 p.m. • Room C450 State Capitol

#### 1. Committee Business

- Call to order
- Approval of the minutes of the April 30, 2008 meeting

#### 2. Career and Technical Education Issues

At its previous meeting, the Committee reviewed the history of the Utah College of Applied Technology (UCAT) and the current delivery of career and technical education (CTE) within the Utah System of Higher Education (USHE), with a focus on UCAT. The emerging issues relating to CTE in Utah can be categorized as:

- 1) Differing Definitions of CTE
- 2) Role and Mission of Institutions Providing CTE
- 3) Credit and Degrees
- 4) Costs
- 5) Governance

At today's meeting, presenters representing public education, UCAT, and USHE are invited to discuss one or more of the issues above, cite specific problems, and give recommendations to the Committee.

- Mary Shumway, CTE Director, State Office of Education
- Don Ipson, Chair, Utah College of Applied Technology Board of Trustees
- William Prows, Board Member, Davis Applied Technology College Board of Directors
- UCAT Campus Presidents
- Other USHE Institutional Representatives
- David Buhler, Interim Commissioner, Utah System of Higher Education

## 3. Other Items / Adjourn

## AGENDA

# HIGHER EDUCATION AND APPLIED TECHNOLOGY GOVERNANCE COMMITTEE

UTAH LEGISLATURE

Wednesday, April 30, 2008 • 2:00 p.m. • Room C450 State Capitol

#### 1. Committee Business

- Call to order
- Welcome and Introduction of Committee Members and Staff

## 2. History of Applied Technology Governance in Utah

Legislative staff will give an overview of the current and past governance of the state's applied technology institutions.

Staff Briefing

## 3. Applied Technology Education

The Committee will receive reports from the Utah System of Higher Education and the Utah College of Applied Technology (UCAT) on issues relating to delivery of applied technology education in the state, including the recent or proposed mergers of certain UCAT college campuses with other institutions of higher education.

- David Buhler, Interim Commissioner, Utah System of Higher Education
- Rick White, President, Utah College of Applied Technology
- Tom Bingham, Member, UCAT Board of Trustees; President, Utah Manufacturers Association

## 4. Other Items / Adjourn

## Higher Education and Applied Technology Governance Committee

## **UCAT Key Messages**

- 1. Technical colleges have a unique mission to drive the economy by responding to regional employer needs by training their workforce.
- 2. Therefore, technical colleges must remain
  - employer/industry directed;
  - flexible:
  - student focused, affordable and accessible; and
  - competency based, with timely practical application.
- Utah's interests will be best served by a system of strong technical colleges. The legislature should:
  - a. Create an independent state level board to oversee the system of technical colleges. Their role should be one of statewide oversight and advocacy, to include the current provision of forwarding of budget and capital facilities recommendations directly to the Governor's Office and legislature. It should consist of:
    - Business and industry representatives (majority);
    - Public education and traditional higher education representatives; and
    - Others as needed.
  - b. Establish state level leadership for the system (current UCAT central office organization) to work with the technical college system state board, assist with state-wide coordination and collaboration among the technical colleges, serve as liaison with public education and traditional higher education, and coordinate requests to the Governor's Office and legislature.
  - c. Support accreditation through an organization that supports technical education, thereby staying true to the operating characteristics, role, and mission of a technical college.
  - d. Authorize credit and one terminal Associate of Applied Science in Technology degree for the system. The board should be empowered to authorize the use of credit and/or one terminal degree as deemed appropriate in each region. Required traditional general education should be provided by traditional colleges and universities.
  - e. Protect the system of technical colleges from becoming community colleges.

## May 22, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report on the Governor's Globally Competitive Workforce Steering Committee —

Information Item

#### Issue

On May 7, 2008, Utah Governor Jon M. Huntsman, Jr., announced the formation of a new "Globally Competitive Workforce Committee" to help him develop state policy on Utah's future workforce needs and the best ways to address such needs. The 17-member steering committee includes several higher education leaders, including Interim Commissioner David L. Buhler, Regent Patti Harrington (as State Superintendent of Public Instruction), and President Michael Young. Because the steering committee's work may have significant implications for the programs and directions of USHE institutions, the Office of the Commissioner will provide regular updates to the Board on the steering committee's tasks and progress between now and next fall.

## **Background**

The steering committee met for the first time on May 7, 2008, and was presented with a challenge which in part stated: "Utah enjoys the nation's best economy and highest quality of life. To build upon these strengths and assure a competitive edge for generations, we must examine ways to improve, enhance, and redesign our education and training system so it can prepare our citizens with the most competent, creative, and innovative skills on the planet . . . We must prepare knowledge workers who can adapt quickly to changing markets, rather than assembly line workers, to compete and thrive in this new economic paradigm."

Members of the steering committee also learned about the steering committee's four objectives, which are:

- Significantly improve our state's capacity to compete for high paying jobs in the highest growth occupations and industries on a global basis.
- Identify and improve competencies existing workers need to compete and bring sustainable longterm economic development to our state.

- Design and execute systemic changes that improve measurable outcomes.
- Establish an effective change process for realizing our common interests.

The steering committee will rely on "Lean Six Sigma" methodology, which focuses businesses and agencies on customer-centered, data-driven, and speedy improvement, as well as "Kaizen principles," which are Japanese-based improvement strategies that seek to continually improve all functions of a business through the systemic involvement of all stakeholders, from top management to the line worker. A working group is being formed which will meet, a week at a time, once a month as follows:

- June 2-6, 2008: Governance, organization, and finance
- July 14-18, 2008: Management systems, teacher recruitment, attrition, assessment, and compensation
- August 18-22, 2008: Adult literacy/competency development in the workforce and economic development
- September 15-19, 2008: Early childhood education and education assessment/curriculum development

Commissioner Buhler has assigned Dave Doty, Assistant Commissioner and Director of Policy Studies, to be his representative on the working group, with assistance from other OCHE senior staff as needed. The steering committee has been charged with identifying legislative priorities by September 22, 2008, and with making a final project report, including key recommendations, by December 1, 2008. Regular reports will be given to the Strategic Planning and Communications Committee. Attached is some background information on the Task Force and working group.

#### Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Interim Commissioner of Higher Education

DLB/DSD:jc Attachments

# Deseret News

## Governor's panel to identify needs of work force in Utah

By Brice Wallace

**Deseret News** 

Published: May 8, 2008

Gov. Jon Huntsman Jr. isn't the first governor to describe Utah's labor pool as "world-class," and he's taking action to ensure he's not the last.

Huntsman on Wednesday said he was forming a committee that will look at how to i)mprove Utah's work force to compete better in the global economy.

Utah has been described as having a "world-class work force." he said.

"By yesterday's definition, that might be true," he said. "And I think by today's definition that might still be true. But this is to ensure that tomorrow's definition is also true."

Huntsman said during a news conference that the 17-member Globally Competitive Workforce Steering Committee — consisting of leaders in government, business, education and labor — will report in early autumn about "future work-force needs" and how to address them.

"I don't have the answers in terms of what that might look like. Nobody does," he said. "We simply have a process that's going to allow us to address some of the issues that relate to a truly competitive work force and to come up with some of the right fixes as we go forward. I'm here to tell you that, guaranteed, we've already got a lot of good ones in place. We just want to simply build upon what we've already started."

Much of the discussion Wednesday focused on improvements in education that would give graduating Utah high school and college students the skills needed to help the U.S. compete economically with other countries. Huntsman wants Utahns to become "lifelong learners" who are able to be "innovative and creative."

Huntsman promoted strategies that would "put teaching back on a pedestal," increase the number of Utahns getting a college education, and compare Utah's situation with those of other states and other countries.

"It all starts, everything we're going to do, with the teacher in the classroom," the governor said.

William Brock, a former senator and congressman from Tennessee and a U.S. trade representative and labor secretary in the Reagan administration, is working with several states looking for work force improvements.

"We are not doing enough to give our kids or our workers an opportunity to be productive and competitive in a global work force," Brock said.

Among Utah industries needing skilled workers are energy and personal medicine and biotechnology, Huntsman said.

"With the world moving as quickly as it is and transforming the competitive landscape as rapidly as is the case today, it is imperative that we get the right work-force preparation," he said.

#### Globally Competitive Workforce Steering Committee

Lane Beattie, president and chief executive officer of the Salt Lake Chamber

Pamela Atkinson, community advocate

Scott Anderson, president and chief executive officer of Zions Bank

Michael Young, president of the University of Utah

Kim Campbell, president of the Utah Education Association

Patti Harrington, superintendent in the Utah State Office of Education

Rich Sadler, chairman of the State Board of Education

Dinesh Patel, managing director of vSpring Capital

Christine Kearl, education director in the Governor's Office

Kristin Cox, director of the Utah Department of Workforce Services

Gayle McKeachnie, rural and legislative affairs coordinator in the Governor's Office

Dave Buhler, commissioner of higher education

Jim Judd, president of the AFL-CIO

Sen. Lyle Hillyard, R-Logan

Sen. Pat Jones, D-Holladay

Rep. Phil Riesen, D-Salt Lake

Rep. Greg Hughes, R-Draper

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### The Salt Lake Tribune

http://www.sltrib.com

Shaping tomorrow

#### Guv: Education key to viable work force

Huntsman appoints panel to recommend how to improve state's labor pool By Steven Oberbeck

By Steven Oberbeck The Salt Lake Tribune Salt Lake Tribune

Article Last Updated: 05/07/2008 11: 48: 30 PM MDT

Utah's work force is known worldwide for being highly educated and highly motivated - just ask the state's economic development officials who frequently use that selling point to lure out-of-state companies into relocating here.

Gov. Jon Huntsman Jr., however, is worried about the future.

He fears that if something isn't done to maintain and improve the quality of education in Utah, that vaunted work force soon might lose its edge and be unable to compete in the fast-moving global economy.

"We need to make certain every element is in place to ensure we have a truly competitive work force," Huntsman said.

The governor made his remarks at a news conference Wednesday afternoon called to announce the formation of "The Globally Competitive Workforce Steering Committee" - a group of education, business and civic leaders brought together to formulate solutions to the challenges the state will face as its addresses the work force needs of tomorrow.

Utah's work force has been world class, Huntsman said. "It was true by yesterday's definition, and it might be true by today's definition. But this is to make sure it will be true by tomorrow's definition."

The 17-member committee includes such Utah business leaders as Lane Beattie, president of the Salt Lake Chamber of Commerce; Scott Anderson, chief executive of Zions Bank; and Jim Judd, president of the AFL-CIO of Utah.

Among the eduction leaders are well-known names such as Michael Young, president of the University of Utah; Kim Campbell, president of the Utah Education Association; Rich Sadler, chairman of the State Board of Education; and the state's commissioner of higher education, Dave Buhler.

The challenge in addressing the education and work force needs will be to not just stand back and be satisfied with the status quo, said Beattie. "We have to concentrate on making a difference."

Committee members, who also include Pattie Harrington, superintendent of the Utah State Office of Education, were asked by Huntsman to issue a report with policy recommendations in the fall. "It is important we get this right," he said.

Well-known Utah entrepreneur Dinesh Patel also will be serving on the committee, as will the governor's education director, Christine Kearl, and the director of the Utah Department of Workforce Services, Kristin Cox.

For Patel, the managing director of vSpring Capital, the issue of whether Utah will be able to compete is less of a philosophical challenge and more of a nuts-and-bolts problem.

"The obstacle the Utah economy faces is the lack of supply of qualified people - the engineers and scientists who are going to be in high demand in the future. We need to focus on preparing our children beginning in grades K-through-12 to step in and fill those positions."

Other community and political leaders on the committee are Pamela Atkinson, a long-time advocate for Utah's homeless; Gayle McKeachnie of the Governor's Office of Rural and Legislative Affairs; Utah state Sens. Lyle Hillyard, R-Logan, and Patricia Jones, D-Holladay; and state Reps. Phil Riesen, D-Holladay, and Greg Hughes, R-Draper.

steve@sltrib.com

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# Real Change for a Globally Competitive Workforce

Utah's Globally Competitive Workforce Steering Committee



May 7, 2008



### **Objectives**

- 1. Significantly improve our state's capacity to compete for high paying jobs in the highest growth occupations and industries on a global basis.
- 2. Identify and improve competencies existing workers need to compete and bring sustainable long-term economic development to our state.
- 3. Design and execute systemic changes that improve measurable outcomes.
- Establish an effective change process for realizing our common interests.



### What is LeanSixSigma?

- Definition
  - Customer-focused change strategy
  - Driven by leaders at all levels and data
  - Using teamwork and proven improvement tools
  - Integrates analysis and design across organization boundaries
- To Deliver
  - Real results



# Why L6 \sigma and Why Now?

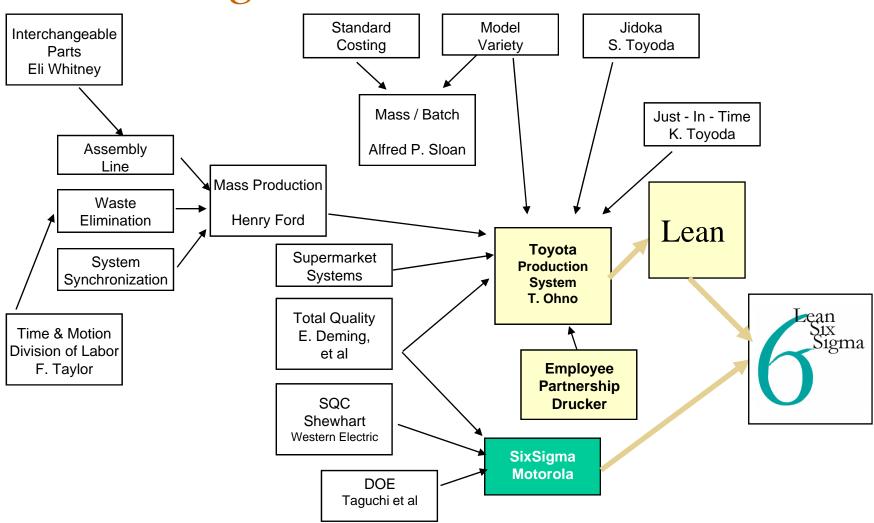
- Powerful combination of tools
  - Lean: to eliminate waste
  - Six sigma: to eliminate variation
- Tool to Achieve the Vision and Objectives
  - Improvement projects with accountability
  - Linked to Utah's strategic objectives



### What Lean Is & Is Not

- What Lean Is...
  - A critical element of a strategy where **TIME** is strategically important.
  - A proven method to achieve concrete results.
  - A marathon, not a sprint; a journey, not an event.
- What Lean Is NOT ...
  - A Quick Fix. It takes time to change processes and cultures.
  - Easy to do. Often it is painful
  - Something done in addition to..., it is "instead" of.

# LeanSixSigma Evolution





## LeanSixSigma Principles

- Specify value in the eyes of the customer.
- Identify the value stream; eliminate waste and variation.
- Make value flow at the pull of the customer.
- Involve, align and empower stakeholders.
- Continuously improve processes in pursuit of perfection.



### The DMAIC Process

Focus on Fixing the Problem, Not "Fixing the Blame"

DEFINE MEASURE ANALYZE IMPROVE CONTROL

#### Define:

- Customers
- Requirements
- Project Boundaries
- Process

#### Measure:

- Cycle time
- Defect Types
- Defect Frequency
- Client Feedback
- Process Cost
- Outcomes

#### Analyze:

- Data to Information
- Process Problems
- Opportunities
- Performance Gaps
- Variation Sources
- Root Causes

#### Improve:

- ID Solutions
- Fix Problems
- Prevent Problems
- Innovate
- Use Technology
- Structure

#### **Control:**

- Keep the Gain
- SOPs
- Systems
- Structures



### Launching Continuous Improvement

- Lean is more than tools
- Data, analysis and disciplined project management is key
- Lean application eliminates waste...

But what is waste and who decides the difference between value creating activities and waste?



### What is Waste?

Waste is:

Any activity that is not adding value for the customer.

The 0.5 to 5 rule:

Across many organizations, value is actually being added between 0.5% and 5% of total time.

Time is Critical:

Never delay customer value by a non-value adding step, eliminate or do in parallel.



### Value Stream Activity Types

# Value Creating Activities

- Activities where the service, information, is transformed into a state - for the first time - as required by the customer.
- Activities which, when asked, the customer is willing to pay for.

# Non-Value Adding but Necessary Activities

 Activities causing no value to be created but which cannot be eliminated based on current state of technology or thinking.

# Non-Value Adding Activities

- Activities which consume resources but create no value in the eyes of the customer.
- Pure Waste



### Examples of Waste

- Too many reports, reviews, approvals. Doing more than is needed.
- Waiting for meetings to start. Waiting for information, paperwork, approvals.
- Manual paperwork and data collection systems. Overly-complex computer systems.
- Underutilized people, equipment and facilities.
- Customers waiting or having their needs unmet after payment is made
- Unnecessary steps. Too many handoffs. Lack of standard procedures.
   Unclear expectations.
- Excessive backlog of work to be processed. Too much paper to be handled, processed.
- Work not meeting requirements. Missing information. Rework, lost time, mistakes.
- Duplication of same or similar organizations, functions, staffing, processes.
- Heavy ratio of indirect costs or staff to front line workers.
- Unclear targets, measurements and control mechanisms.
- Errors, rework.
- Recovering rather than preventing expenses, time wasters.



### How Do You Get Started?

- Define and understand the Value Stream
- Define and understand the types of waste
- Challenge yourself to think differently about everything
- Challenge every element: Does it add value?
- Guard against defending history in the face of data
- Simplify, simplify, simplify
- The goal of the process is to create value in the eyes of the customer- how can we do it faster, better and at lower cost?



### Where to Now?

- Day long LSS training for project teams
- 4-5 day Kaisen from start to service delivery
  - Map current processes end to end
  - ID waste and variation
  - Validate with stakeholders/leaders
  - Design and simplify new process
  - Plan for change, communications and implementation
- Implement the plan/monitor and report progress



#### Globally Competitive Workforce Kaizen Agenda

| Time  | Monday                                                               | Tuesday                                     | Wednesday                                  | Thursday                                  | Friday                                                          |
|-------|----------------------------------------------------------------------|---------------------------------------------|--------------------------------------------|-------------------------------------------|-----------------------------------------------------------------|
|       | <u> </u>                                                             |                                             | ·                                          |                                           | ·                                                               |
| 8:00  | Welcome &                                                            | Recap Day 1                                 | Recap Day 2                                | Recap Day 3                               | Recap Day 4                                                     |
|       | Introductions Objectives and Context: Governor Schedule: Steve Avery | Schedule, Objectives and Process For Kaizen | Review "As Is" process<br>Data and Targets | Complete "To Be" Design                   | Complete Project Planning                                       |
|       | L6σ Principles,<br>Process & Model                                   | Value Stream Mapping                        | "To Be" Design Principles<br>& Process     |                                           |                                                                 |
| 9:30  | Break                                                                | Break                                       | Break                                      | Break                                     | Break                                                           |
| 9:45  | Lean Fundamentals - Lean Simulation 1:                               | Map "As Is" with data                       | "To Be" Design                             | Project Planning and<br>Change Management | Prepare Project Planning<br>And Change Contract<br>Presentation |
| 11:00 | Winner Recognition                                                   |                                             |                                            | Plan the Project                          |                                                                 |
| 12:00 | Lunch                                                                | Lunch                                       | Lunch                                      | Lunch                                     |                                                                 |
| 1:00  |                                                                      | Continue to Map "As Is"<br>With data        | Continue "To Be" Design                    | Continue to Plan Project                  |                                                                 |
|       | Simulation 2: Statapult                                              |                                             |                                            |                                           |                                                                 |
| 2:30  | Break                                                                | Break                                       | Break                                      | Break                                     | Break                                                           |
| 2:45  |                                                                      | Complete "As Is" Map                        | Continue "To Be" Design                    | Continue to Plan Project                  | Present Project Plan and                                        |
|       | Simulation 2: Statapult                                              |                                             |                                            |                                           | Change Contract to<br>Steering Team and Senior<br>Management    |
| 3:30  | Winner Recognition                                                   | Identify Missing Data and collection plan   | Team Report                                |                                           | Comments from Governor                                          |
| 4:30  | Project Planning And Communications                                  |                                             |                                            |                                           | Adjourn                                                         |

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### Kaizen Schedule

- June 16-20: Governance, organization and Finance
- July 14-18: Management systems\*, teacher recruitment, attrition, assessment and compensation
- August 18-22: Adult literacy/competency development in the workforce and economic development
- September 15-19: Early childhood education and education assessment/curriculum development

<sup>\*</sup>Planning, budgeting, program and process design and assessment, performance management, information systems and reporting



### Integration of Initiatives

- K-16 Alliance
- Blue Ribbon on Assessment
- Task Force to Study UCAT and CTE
- Task Force to Study Math and Science Curriculum
- Governor's Child and Family Cabinet Council
- Governor's Early Childhood Commission
- World Language Summit
- Native American Summit
- Public Education Coalition
- Parents for Choice in Education
- National Board Certification Working Group

- Public Education Job Enhancement Program
- Daniel's Fund
- Governor's literacy Commission
- Governor's Math Advisory Board
- USTAR
- Task Force to Study Performance Pay
- Utah Scholar's Initiative
- Parents for Public Education
- GOED's Integration Group
- GOED's Board
- WEEDA
- State Council on Workforce



## Role of the Steering Committee

- Nominate and support working team members: Make sure they are available
- Review data, analysis and recommendations
- Make and support decisions
- Make this a priority in your schedule and time allocation
- Help communicate and enroll others
- Work through breakdowns



# Immediate Request of the Steering Committee

#### **Select working team members who:**

- Represent you
- Knowledge at a detail working level within and across organizations
- Ability to analyze data and think systemically
- Ability to design creative solutions, not silo or paradigm bound
- Ability to help design and execute a detailed project plan
- Track record of delivering results on time, in complex and challenging projects
- Trusted, creditable and effective communicator
- Can dedicate the time for the Kaizens and project execution



### Key Milestones

- September 22nd: Legislative priorities to implement recommendations, project plans finalized and integrated with time frames and accountabilities
- December 1<sup>st</sup>: Project Status reports with progress and gaps identified with recommendations for key decisions and project schedule for 2009



## Project Workstreams

Process improvement (Kaizen initiatives)

Stakeholder involvement (engaging communities)

Technical tasks and policy development

**Project management** 



- What questions do you have about the vision, objectives and process?
- What other objectives would you like to add to help achieve the vision?
- What commitments will we need to make together to achieve real results?

#### May 22, 2008

#### **MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report of Regents' Strategic Planning Working Group—Information Item

#### Issue

At the direction of the Board, a small working group comprised of Regent Tony Morgan, Regent Jack Zenger, and former Commissioner of Higher Education Richard Kendell, has been charged with developing a short list of strategic themes and issues that are of critical importance to higher education in Utah for both the short term (next 5 years) and the long term (10 years and beyond). This group presented its first report to the Regents at the April 18, 2008 Board meeting, and has since refined its focus and guidelines. An update of the group's progress is important in order to coordinate its work with other strategic planning processes that could have an impact on higher education.

#### **Background**

The working group will present a brief update of its progress since the April Board meeting, including a review of its revised "Assumptions, Themes, and Planning Processes" document, and the group's recommend-dations on how the strategic planning process should be staffed and coordinated. In addition, the working group will share its thoughts on how to integrate its efforts with the newly formed Governor's Globally Competitive Workforce Steering Committee.

Additional status reports from the working group will be provided to the Strategic Planning & Communications Committee at future meetings of the Board between July and December 2008.

#### Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Interim Commissioner of Higher Education

DLB/DSD:jc Attachment

#### STRATEGIC PLANNING -- UTAH SYSTEM OF HIGHER EDUCATION

#### PHASE II -- STRATEGY DEVELOPMENT

MAY 20, 2008

#### **PROCEDURES**

Committees appointed by the Board of Regents will address the three broad themes and respective sub-themes as identified in the planning report presented to the Regents in March and April 2008. Co-Chairs will be appointed by the State Board of Regents.

Appointments are to be made and planning activities commence in early June 2008.

Final Committee Reports should be submitted to the Planning Steering Committee by October 17, 2008.

The Planning Steering Committee will prepare a final report reflecting the work of all three committees. The report will be written in full consultation with the co-chairs of each committee. The report will be finalized in early November 2008.

The Commissioner will appoint an administrative assistant to each committee to coordinate meetings and to facilitate the work of the committee. The Commissioner will also appoint administrative staff to each committee to provide research, data, and other forms of technical assistance.

#### **GENERAL GUIDELINES**

- 1. Committees should work within the framework of assumptions outlined in the initial planning report.
- 2. The final report should be both concise and specific as to recommendations, milestones, and metrics that would measure progress. Because the number of sub-themes may be too numerous for a truly strategic plan, committees are encouraged to limit the number of strategies and recommendations to those they consider to be most important, or, alternately, to prioritize recommendations using a general plan of (a) issues to be addressed in 2008, (b) issues to be addressed during the next 2-5 years, and (c) items that fit best in a 5- to 10-year time frame.
- 3. The Commissioner's staff will prepare enrollment data for a 5-, 10-, and 20-year period for the system and for each institution. Budget data will also be prepared using several assumptions such as (a) no new State revenue, (b) salary and benefit adjustments only, (c) small percentage increases for strategic investments, etc. These data are intended to establish parameters that the committee should use in sorting priorities, making recommendations, etc.
- 4. Although consensus of the working group on recommendations and strategies is the most desirable outcome, recommendations that do not represent a full consensus (with appropriate dissenting views) are acceptable.

- 5. The Steering Committee will consult with the co-chairs of each committee as the work proceeds and attend some meetings if possible. A member of the Steering Committee will be assigned as a liaison for each planning group. The Steering Committee will make regular reports to the Commissioner and the Regents about committee work, e.g. progress, obstacles, points of clarification, etc.
- 6. Working groups should concentrate on system-level issues, policies, and strategies, and consider the means by which the system of higher education can be used to advance the goals and purposes outlined in the planning themes. The results should be the basis for directing Regents' planning, budgeting, and legislative initiatives over the next several years.

#### WORKING GROUP GUIDELINES

The following suggestions/guidelines are intended to provide a perspective or point of view that the committee may use to get started. These points are suggestions only; however, they do represent some of the initial thinking of the Steering Committee. Some of these points raise related questions; others lean toward strategies and solutions. Hopefully, from the "give and take " process of committee work, the most important issues and the most compelling strategies and solutions will result.

#### INVESTING IN HUMAN CAPITAL

As a preliminary point, the committee may want to divide the tasks into three sub-groups consistent with the sub-themes outlined in the Human Capital section. This would be done at the discretion of the planning committee chairs.

Additionally, some effort will need to be made to coordinate planning tasks and outcomes with the Governor's Task Force on a Globally Competitive Workforce. Much of this could be accomplished by the Steering Committee.

- 1. The existing data on participation, retention, and completion rates may be particularly useful. Is this information a good basis for future action? Can the committee build on what has been done to date?
- 2. The committee may want to look at current state-level policies and reports and to determine the adequacy of such information for future recommendations. Is more research required? Is data adequate? How do Utah policies and strategies compare to other states? What changes are required?
- 3. Other groups such as the K-16 Alliance, the various job training advisory committees, and the Workforce Services Council, have been doing similar work to provide better job training and to invest in human capital. Can the committee capture good practices and/or recommendations from these other groups that advance participation, retention and graduation?
- 4. The advancement of disadvantaged students and minority students has been particularly difficult to address and to produce real results. Have institutions and the USHE brought to bear the best research and practice in addressing these issues?

- 5. Are there exemplary practices that promote and sustain community and economic development?
- 6. Can the USHE produce better data on its own performance and use the same to improve services to students and the community? What is that better data? How should it be reported?

#### PREPARING FOR AND MANAGING GROWTH

- 1. Are existing enrollment figures adequate for the task of planning? What are the best estimates 5, 10, 20 years out? Is it reasonable to assume different participation rates?
- 2. How much growth can the system accommodate with existing facilities? With existing faculty and staff?
- 3. Should the State pursue a strategy of capital investment (and related operating costs) of more concentrated or more dispersed facilities? Could the working committee address specifically the pros and cons of creating many "convenient" satellite sites or fewer sites with requirements for student travel with reasonable parameters?
- 4. Is it a reasonable strategy to require communities to partner financially with higher education institutions to create satellite campuses?
- 5. How much future growth could/should be managed by IT-delivered programs? What are emerging IT models and solutions that could be developed for the USHE?
- 6. What incentives might induce institutions toward a much higher use of existing facilities and assets?

#### CONFIGURING THE USHE, MISSIONS AND ROLES

- 1. Are there specific strategies and policies that will foster the functions associated with comprehensive community colleges? Can these functions be sustained within teaching universities?
- 2. What criteria should the Regents use in evaluating institutional proposals for the establishment of high-cost undergraduate and graduate programs?
- 3. What criteria should the Regents use in promoting the change of an institution's mission, for example, from a community college to a state university?
- 4. What has been the effectiveness of inter-institutional partnerships in the USHE, and are there good results and recommendations for advancing such partnerships in the future?
- 5. Perhaps it would be useful to request UCAT boards and staff to outline the best means for integrating UCAT into the larger context of higher education.
- 6. What makes the most sense for the system to address? Is current practice focused on the "right" things? If not, what are the "right" things?

#### May 21, 2008

#### **MEMORANDUM**

To: State Board of Regents

From: David L. Buhler

Subject: <u>General Consent Calendar</u>

<u>The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:</u>

A. <u>Minutes</u> – Minutes of the Regular Board Meeting held April 18, 2008, at the Regents' Offices in Salt Lake City, Utah

#### B. Grant Proposals

- University of Utah National Institutes of Health; "Novel Contrast Agent-NIH"; \$2,257,500.
   Steven Poelzing, Principal Investigator.
- 2. University of Utah National Science Foundation; "CDI-Model Identification"; \$1,992,620. Mikhail Skliar, Principal Investigator.
- 3. University of Utah National Institutes of Health; "Atlases of the Mouse Heart"; \$1,881,250. Edward W. Hsu, Principal Investigator.
- 4. University of Utah National Institutes of Health; "Hybrid Hydrogels"; \$1,693,125. Jindrich Kopecek, Principal Investigator.
- 5. University of Utah National Institutes of Health/National Institute of Biomedical Imaging; \$Bone Adhesive/P. Californica"; \$1,505,000. Russell J. Stewart, Principal Investigator.
- 6. University of Utah National Institutes of Health/National Institute of General Medical Science; "Uncultured Fungi"; \$1,881,250. Eric W. Schmidt, Principal Investigator.
- 7. University of Utah National Institutes of Health; "PM Sensors in the Lung"; \$1,204,000. Christopher A. Reilly, Principal Investigator.
- 8. University of Utah National Institutes of Health; "Molecular Basis of Plasma"; \$1,555,000. John C. Conboy, Principal Investigator.

- 9. University of Utah U.S. Army Medical Research & Materiel; "Attacking Breast Cancer"; \$3,733,175. Alana Lee Welm, Principal Investigator.
- 10. University of Utah National Institutes of Health/National Institute of General Medical Science; "Cell Adhesion and Migration"; \$1,505,000. Julie L. Kadras, Principal Investigator.
- 11. University of Utah National Institutes of Health/National Heart Lung and Blood Institute; "HSC Donor Safety"; \$3,297,104. Michael A. Pulsipher, Principal Investigator.
- 12. University of Utah National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; "Early Diabetic Neuropathy"; \$2,993,997. A. Gordon Smith, Principal Investigator.
- 13. University of Utah National Institutes of Health/National Institute of Biomedical Imaging; "Dual-Contrast MRI Methods"; \$1,892,000. Eun-Kee Jeong, Principal Investigator.
- 14. University of Utah National Institutes of Health; "Collecting Duct Adenylyl Cycl"; \$1,881,250. Donald E. Kohan, Principal Investigator.
- 15. University of Utah National Institutes of Health/National Cancer Institute; "Hypoxia and Tumor Progression"; \$1,881,250. Lin Eric Huang, Principal Investigator.
- 16. University of Utah National Institutes of Health; "CX10 Embryonic Retinal Cells"; \$1,881,250. Edward M. Levine, Principal Investigator.
- 17. University of Utah National Institutes of Health/National Institute on Aging; "MNSOD Genotypes"; \$1,881,250. Maurine R. Hobbs, Principal Investigator.
- 18. University of Utah National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; "Role of Ceramides in IR"; \$1,881,250. S. Scott Summers, Principal Investigator.
- 19. University of Utah National Institutes of Health; "Neuro-Immune Mechanisms"; \$1,881,250. Salvatore J. Fidone, Principal Investigator.
- 20. University of Utah National Institutes of Health; "New Vascular Guidance Mech"; \$1,881,250. Dean Y. Li, Principal Investigator.
- 21. University of Utah National Institutes of Health/National Heart Lung and Blood Institute; "Myeloid Cell Interactions"; \$1,875,109. Guy A. Zimmerman, Principal Investigator.
- 22. University of Utah National Institutes of Health; "Ppargamma and Clock"; \$1,856,000. Tianxin Yang, Principal Investigator.

- 23. University of Utah National Institutes of Health/National Cancer Institute; "Multi-Tracer Pet Tumor Imaging"; \$1,802,274. Dan J. Kadrmas, Principal Investigator.
- 24. University of Utah National Institutes of Health; "HCV Genotype 6"; \$1,550,000. Ling Lu, Principal Investigator.
- 25. University of Utah National Institutes of Health; "Idiopathic PD Molecule Screen"; \$1,500,000. Aloisia T. Schmid, Principal Investigator.
- 26. University of Utah National Institutes of Health; "CNV MOS"; \$1,445,612. Steven C. Hunt, Principal Investigator.
- 27. University of Utah National Institutes of Health/National Institute of Arthritis and Musculoskeletal and Skin Diseases; "Myalgia and Fatigue Receptors"; \$1,131,768. Alan R. Light, Principal Investigator.
- 28. University of Utah Juvenile Diabetes Research Foundation; "Treating Macular Edema"; \$1,002,815. Dean Y. Li, Principal Investigator.
- 29. University of Utah National Institutes of Health; "Febio"; \$1,933,670. Jeffrey A. Weiss, Principal Investigator.
- 30. University of Utah Texas A&M University; "Kaust Visualization"; \$1,117,478. Christopher R. Johnson, Principal Investigator.
- 31. Utah State University National Institutes of Health; "Exploring Traditional and New Applications of Aminoglycosides"; \$1,141,675. Tom Chang, Principal Investigator.
- 32. Utah State University National Institutes of Health; "Therapies and Pathogenesis of West Nile Virus Encephalitis and Chronic Sequelae"; \$1,497,300.18. John Morrey, Principal Investigator.
- 33. Utah State University National Science Fundation; "Utah Science Laboratory and Technology Initiative (US-LTI)"; \$4,153,036. Todd Campbell, Principal Investigator.
- 34. Utah State University U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Professional Development Program (PDP)"; \$1,075,068. V. Rasmussen, Principal Investigator.
- 35. Utah State University U.S. Naval Research Laboratory; "Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0001"; \$21,299,620. Niel Holt, Principal Investigator.

#### C. Grant Awards

1. Utah State University – U.S. Department of the Army, Office of Chief of Engineers; "Precision Weapons Platform (PWP) for an Autonomous Rotorcraft Sniper System (ARSS)"; \$1,012,000. Duane Hill, Principal Investigator.

David L. Buhler, Interim Commissioner

DLB:jc Attachments

#### State Board of Regents Meeting Regents' Offices, Salt Lake City, Utah April 18, 2008

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#### State Board of Regents Meeting Regents' Offices, Salt Lake City, Utah April 18, 2008

#### Minutes

Regents Present

Jed H. Pitcher, Chair

Bonnie Jean Beesley, Vice Chair

Jerry C. Atkin

Janet A. Cannon

Rosanita Cespedes

Katharine B. Garff

Meghan Holbrook

James S. Jardine

David J. Jordan

Nolan E. Karras

Anthony W. Morgan

Josh M. Reid

Marlon O. Snow

Regents Excused

Amy Engh

Patti Harrington Greg W. Haws

John H. Zenger

#### Commissioner's Office

David L. Buhler, Interim Commissioner of Higher Education

Joyce Cottrell, Executive Secretary

Amanda Covington, Assistant Commissioner for Public Affairs

Carrie Beckman, Policy and Special Projects Coordinator

Troy Caserta, Accounting Officer

David S. Doty, Assistant Commissioner and Director of Policy Studies

David Feitz, Executive Director, Utah Higher Education Assistance Authority (UHEAA)

Kimberly Henrie, Assistant Commissioner for Budget and Finance

Melissa Miller Kinkart, Executive Director, Utah Campus Compact

Phyllis C. Safman, Assistant Commissioner for Academic Affairs

Mark H. Spencer, Associate Commissioner for Finance and Facilities

Lucille T. Stoddard, Associate Commissioner for Academic Affairs

Kelly Stowell, Executive Director, Utah Student Association

Lynne N. Ward, Director, Utah Education Savings Plan (UESP)

Gary S. Wixom, Assistant Commissioner for Academic Affairs

Andrea Worthen, Education Policy and Accountability Director

#### INSTITUTIONAL REPRESENTATIVES

#### University of Utah

David W. Pershing, Senior Vice President for Academic Affairs

Arnold B. Combe, Vice President for Administrative Services

Stephen Hess, Chief Information Officer

Laura Snow, Special Assistant to the President and Secretary of the University

Patrick Reimherr, Student Body Officer

Spencer Pearson, Student Body Officer

Basim Motiwala, Student Body Officer Katie Miller, Presidential Intern/Student

#### **Utah State University**

Stan L. Albrecht, President Raymond T. Coward, Provost Michelle Larson, Assistant Provost

#### Weber State University

F. Ann Millner, President

Brad Mortensen, Vice President for University Advancement

#### Southern Utah University

Michael T. Benson, President Wesley R. Curtis, Assistant to the President; Director, Regional Services Gregory Stauffer, Chief of Staff

#### **Snow College**

Scott L. Wyatt, President Bradley A. Winn, Academic Vice President

#### Dixie State College

Stephen D. Nadauld, Interim President Georgine Bills, Professor and Program Coordinator, Respiratory Therapy Carole Grady, Associate Dean of Health Sciences Frank Lojko, Vice President of Student Services Stanley J. Plewe, Vice President of College Services

#### College of Eastern Utah

Ryan L. Thomas, President Brad King, Vice President of Student Services

#### Utah Valley State College

William A. Sederburg, President Elizabeth J. Hitch, Academic Vice President Linda Makin, Director of Budgets Cameron Martin, Special Assistant to the President J. Karl Worthington, Associate Vice President for Academic Affairs

#### Salt Lake Community College

Cynthia A. Bioteau, President Mason Biship, Vice President of Institutional Advancement Alexander Izvailevsley, Professor of Philosophy Joe Peterson, Vice President of Academics Elizabeth Martin, Student Justin Talbot, Student Ray Wimmer, Student

**Utah College of Applied Technology** 

Richard L. White, President Jay Greaves, Davis Applied Technology College Fred Keetch, Mountainland Applied Technology College

Representatives of the Media Brian Maffly, Salt Lake Tribune Amy K. Stewart, Deseret News

#### Other Guests

Thomas C. Anderson, Assistant Attorney General Spencer Pratt, Office of the Legislative Fiscal Analyst

Chair Pitcher called the meeting to order at 9:45 a.m. He excused Regents Patti Harrington, Amy Engh, and Jack Zenger.

Announcements. Chair Pitcher noted Regent Jim Jardine had received a call to serve as the president of the California Sacramento Mission. He thanked Regent Jardine for his service to the Board and to higher education. He will truly be missed. Chair Pitcher announced he had received a letter of resignation from Regent Sara Sinclair. He acknowledged and welcomed Dr. Steve Nadauld, Interim President of Dixie State College, and said the Board was glad President Cynthia Bioteau had decided to remain in Utah as President of Salt Lake Community College. Chair Pitcher expressed the Regents' sympathy to President Scott Wyatt on the recent death of his father.

The Regents were dismissed to their respective committees and reconvened in Committee of the Whole at 11:12 a.m.

#### Reports of Board Committees

Academic, CTE and Student Success (Programs) Committee - Regent Katharine B. Garff, Chair

<u>University of Utah – Master of Science Degree in Clinical Investigation</u> (Tab A). Chair Garff said the committee had heard an excellent presentation from University officials. This program was designed to provide doctors wanting academic careers with the clinical training needed to be competitive in securing research grants. (Applicants will already have earned their MD, OD or DMD degrees.) There are two tracks to the program: the first track emphasizes inherited bases for human disease, and the second track emphasizes epidemiology. The program will be supported through an NIH grant. Chair Garff moved approval of the

University of Utah's request for a Master of Science Degree in Clinical Investigation. Regent Snow seconded the motion, which was adopted unanimously.

<u>Dixie State College – Associate of Applied Science Degree in Respiratory Therapy</u> (Tab B). Chair Garff stated this program would fit well with the other programs Dixie now offers in health professions. She noted this represents a strong relationship between the college and its health care community. Chair Garff moved approval of Dixie State College's request for an Associate of Applied Science Degree in Respiratory Therapy. The motion was seconded by Regent Snow and adopted unanimously.

<u>Utah Valley State College – Associate of Applied Science Degree in Construction Management and Name Change: AAS Degree in Building Construction and Construction Management to AAS Degree in Construction Management (Tab C). Chair Garff noted the industry itself had helped to fund this program, demonstrating its need. The program provides career mobility for students, building on the foundation of the current degree in building construction. College officials had discussed with the committee the possibility of a four-year degree in the future. Chair Garff moved approval of UVSC's request for an Associate of Applied Science Degree in Construction Management and subsequent name change. Regent Snow seconded the motion, which carried unanimously.</u>

<u>Consent Calendar, Programs Committee</u> (Tab D). After a motion by Chair Garff and a second by Regent Cespedes, the Board gave fast-track approval of the following items on the Programs Committee's Consent Calendar:

- 1. Davis Applied Technology College Certificate of Completion in American Sign Language Interpreting
- 2. Dixie Applied Technology College
  - A. Certificate of Completion: Medical Assisting
  - B. Certificate of Proficiency: Pharmacy Technician
- 3. Mountainland Applied Technology College
  - A. Certificate of Completion: Practical Nursing
  - B. Certificate of Proficiency: Pharmacy Technician

<u>University of Utah – Graduate Guarantee</u> (Tab E). Chair Garff explained that the Graduation Guarantee was established last year as a student-initiated program for first-time freshmen and transfer students. The program is designed to assist students to graduate. Students develop a plan and time frame for completing their education, then meet with an academic advisor each semester to ensure they are on schedule. They also seek advice from Career Services regarding their future goals. The contract is a living document that can be adjusted when necessary. Included in the contract is a commitment that if a student is prevented from graduating on time due to the unavailability of a course promised by the contracting department and an acceptable alternative cannot be found, the student will not be charged tuition and fees when taking the course at a later date. Ten colleges offering undergraduate programs have agreed to adopt the Graduation Guarantee. Chair Garff said this was a very creative idea. Students participated in the discussion, and the Graduation Guarantee has the support of the University Academic Advising Council, the Council of Academic Deans,

department chairs, Student Commission, President Young, Senior Vice President Pershing, and Associate Vice President Brinkman.

Annual Regional Undergraduate Student Philosophy Conference (Tab F). Chair Garff asked Assistant Commissioner Safman to report on the conference. Dr. Safman said under the guidance of SLCC Professor Dr. Alexander Izrailevsky, undergraduate students had presented papers on complex concepts regarding John Dewey's moral philosophy. The students learned how to apply those concepts to their personal lives. Three students remarked briefly on their experiences in the conference and responded to questions.

Amendments to Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles (Tab G). Chair Garff asked that this be discussed by the Strategic Planning Committee, which had met jointly with the Programs Committee. (See page 7)

<u>Finance</u>, <u>Facilities and Accountability Committee</u> – Regent Jerry C. Atkin, Chair

<u>Proposed Revisions to Policies R710, Capital Facilities, and R711, State Building Board Delegation of Capital Facilities Projects</u> (Tab H). Chair Atkin said the policy revisions increased the amount of a capital development project, new construction project, etc. The changes were made to comply with the State Code and were mostly housekeeping in nature. Chair Atkin moved approval of the revisions to Policies R710 and R711. Regent Cespedes seconded the motion, which was adopted unanimously.

Consent Calendar, Finance Committee (Tab I). Chair Atkin referred to Replacement Tab I and explained that the University of Utah had requested that a property purchase be added to the Consent Calendar after the agenda had been published. The facility was purchased for use as a data center for the University of Utah, a storage facility for the University of Utah Hospital and Clinics, and a storage facility for UHEAA, UESP and possibly other agencies. On motion by Chair Atkin and second by Regent Morgan, the following items were approved on the Finance Committee's Consent Calendar:

- 1. University of Utah and Utah State University Capital Facilities Delegation Reports
- 2. Utah State University Purchase of Property Adjacent to Tooele Campus
- 3. Southern Utah University Charter School Lease
- 4. University of Utah Purchase of Real Property

2008-2009 Capital Improvement Funding (Tab J). Chair Atkin stated 1.1 percent of the estimated value of the state's capital facilities budget is used annually for improvements. Higher education will get 62 percent of that funding. A summary of capital improvement funding for the years 2005-2009 and the capital improvements approved by the State Building Board for FY 2009 were attached to the Commissioner's cover memo.

Removing State Sales Tax on Texbooks – Follow-up Report (Tab K). Chair Atkin reported the State Tax Commission determined that an institution may be exempt from collecting sales tax on textbooks if that institutions holds 501(c)(3) status with the Internal Revenue Service. A meeting between USHE staff and Tax Commissioners reaffirmed this exemption. The Tax Commission requested a systematic approach in developing reasonable guidelines for the various bookstores of the institutions. Commissioners also authorized

"related course materials" which can include materials required for courses beyond textbooks. Currently, all USHE institutions except for the College of Eastern Utah and the Utah College of Applied Technology have received a 501(c)(3) designation; CEU and UCAT have applied for that filing designation. A formal policy and guidelines will be presented to the Regents for approval at a future date.

<u>UHEAA – Information Update</u> (Tab L). Chair Atkin noted UHEAA is a \$5-billion organization, half of which is student loans and the other half UESP accounts. The student loan program has been affected by the current credit market problems stemming from sub-prime mortgage rates. The auction rate markets where student loans are financed have been frozen, leaving investors without liquidity and increasing UHEAA's interest costs. UHEAA will still be able to offer loans because of its financial strength but cannot continue indefinitely without Congressional action and the eventual recovery of the credit markets. It may be necessary for the Board of Regents to meet in emergency session over the next few months to give approval for new financing plans.

Commissioner Buhler said Congress cut the margin for making student loans. At the same time, the credit markets were disrupted because of problems in the housing situation. Several newspaper articles were included in the Regents' folders about this situation. Utah has a very good program that has been managed very well. Commissioner Buhler said he meets frequently with Dave Feitz, UHEAA Executive Director, to stay current and to discuss ongoing issues. Utah is probably better positioned than many other states to weather the current storm.

Regent Jordan, Chair of the UHEAA Board of Directors, noted the difficult environment for student loan providers everywhere and expressed his belief that a national solution to the student loan problems would come. He noted UHEAA is the state of Utah's designated guarantor and is obligated to make student loans available to students attending all of the eligible higher education institutions in Utah, including the private institutions. Commissioner Buhler referred to an article in the April 18 *Salt Lake Tribune* reporting that the U.S. House of Representatives had voted 383-27 on a possible solution to the student loan problems.

President Nadauld, also a member of the UHEAA Board, said UHEAA has been among the highest-rated student loan agencies in the nation. He noted the strength and experience of UHEAA's management and expressed his belief that UHEAA would withstand the current difficulties. He noted UHEAA's excellent record and the financial benefits UHEAA has been able to provide students because of the creativity of UHEAA's investment bankers. He indicated UHEAA has the best student loan investment banker in the nation. Although some lending institutions are leaving the student loan market, others remain committed to providing student loans in spite of the difficult student loan lending environment.

<u>Strategic Planning and Communications Committee</u> – Regent James S. Jardine, Chair

<u>Policy R609, Regents' Scholarship</u> (Tab M). Chair Jardine said this agenda item had not been discussed by the committee. He asked Assistant Commissioner Doty to comment. Dr. Doty said this policy was a follow-up to S.B. 180, requiring the Regents to draft a policy to implement the Regents' Scholarship program. The attachment to Tab M was a draft only; a final version will be brought back to the Board in May for adoption. Regent Morgan expressed concern about the complexity of the issue; four different scholarships are included in this policy. This may confuse students. He asked if the policy could be shortened and simplified. Funding

levels have not all materialized as hoped. The policy promises a set dollar valuation, but the funds may not be appropriated. Assistant Commissioner Doty pointed out Utah has 136 public high schools, including charter schools. We are working on the assumption that at least five students from each high school would meet the criteria for one or both of these scholarships. Estimates are that the cost would be \$850,000 this year. Some of the schools with the Utah Scholars program have a greater number of students graduating who would meet this criteria. The Commissioner's staff expects to be able to fund the scholarship in the first year, but no allowance has been made for growth. Vice Chair Beesley asked if the scholarship would be funded on a first-come, first-served basis while funding is available. Commissioner Buhler said all of these scholarships are now statutory programs. Our responsibility is to communicate clearly the differences and various options. He noted we have always funded the New Century Scholarship, partly with supplemental appropriations.

Report of Regents' Small Planning Group (Tab N). Commissioner Buhler said the attachment was a summary of the work being done by the team of former Commissioner Rich Kendell, Regent Tony Morgan and Regent Jack Zenger. Regent Morgan gave a brief overview. The attachment to Tab N was an updated version of the document discussed by the Regents and Presidents at the planning meeting in St. George. The intent is for this to be the basis for some consensus on the strategic issues facing the Utah System of Higher Education. Working groups will be appointed to begin to develop specific solutions that will be presented to the Board for review and approval through the Strategic Planning Committee. Regent Morgan invited input from the Regents and Presidents. This was not meant to be comprehensive; the group is focusing on System issues only. The intent is to identify a short list of the highest-priority issues and then to try to develop some possible solutions. Input can be given now on the concept. An opportunity will be provided later for input on the strategic development.

Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles (Tab G). Chair Jardine said the Programs Committee and the Planning Committee had met together to discuss this policy. Due to time constraints, the discussion period was short. He explained the background for revisions to this policy. Recently, UVSC officials proposed that when the college becomes Utah Valley University, they would seek a new Carnegie category classification of Community-Engaged. The Programs Committee asked staff to review the Carnegie classifications which had been changed in the last five years. In the process, they were reminded that in 2003 it was recommended that institutional missions and roles be reviewed every five years. In that review, the Regents will consider the institutional missions and roles in relation to the Carnegie classifications. Discussion will begin at the institutional level and then come back to the Regents for approval as missions and roles are updated. A draft of the revised policy was included with the agenda for review. It is a starting point, for discussion only. The Regents may want to look at this more closely in light of the future needs of the institutions to make sure the schools meet the needs of their communities. Regent Morgan stated one of the themes of the strategic planning exercise is the future configuration of the System. Chair Jardine said other changes to the policy would probably arise later.

#### General Consent Calendar

On motion by Regent Reid and second by Regent Jardine, the following items were approved on the Regents' General Consent Calendar (Tab P):

#### A. Minutes

- 1. Minutes of the Regents' Annual Planning Retreat and Regular Board Meeting held March 20-21, 2008, at Dixie State College in St George, Utah
- 2. Minutes of the Special Board Meeting held March 27, 2008 in the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals On file in the Commissioner's Office

#### C. Grant Awards

- 1. Utah State University NASA Jet Propulsion Laboratory; "Wide-Field Infra-Red Survey Explorer (WISE)"; \$1,232,269. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
- 2. Utah State University U.S. Naval Research Laboratory; "Time-critical Sensor Image/Data Processing, Naval Research Laboratory, Task Order 7"; \$2,315,101. Niel Holt, Principal Investigator.
- 3. Utah College of Applied Technology/Davis ATC U.S. Department of Labor; "Community-Based Job Training Grant"; \$2,271,000. Michael Bouwhuis, Campus President.
- D. Revision to Policy R205, *Presidential Appointment, Term of Office, and Compensation and Benefits*. A new paragraph was added to Policy R205 to clarify that institutions may not grant tenure to a president without prior approval of the Board of Regents.

#### Report of the Commissioner

Commissioner Buhler referred to his written report and highlighted some of the outstanding achievements taking place at our institutions. He noted the <u>Governor's Scholars</u> luncheon had been held earlier in the week; 36 students from USHE schools, plus Westminster College and BYU, were honored. President Benson gave an excellent address to inspire the students. A <u>legislative task force</u> has been formed to look at higher education and UCAT governance issues. The task force will be co-chaired by Senator Curtis Bramble and Representative Kevin Garn. The group expects to begin meeting in early May. A <u>joint meeting with the State Board of Education and Legislative Education Committees</u> has been scheduled on July 10 at Southern Utah University, with our regular Board meeting on the following day. The <u>outgoing and new student body officers</u> were recognized.

Resignation of Amanda Covington. Commissioner Buhler paid tribute to Amanda Covington, Assistant Commissioner for Public Affairs. Amanda accepted a marvelous opportunity in the private sector, and her last day in the Commissioner's Office will be Friday, April 25. The Commissioner recognized the many contributions she had made and thanked her for her service. She will be greatly missed. An open house will be held on April 25 from 2:30 to 4:00 p.m., to which everyone is invited.

#### Report of the Chair

Chair Pitcher referred to his written report in the Regents' folders and thanked Amanda for her excellent work in preparing the reports for each meeting. He briefly highlighted a few of the student successes detailed in his written report.

Resignation of President Ryan Thomas. Chair Pitcher noted this was also President Thomas's last meeting as CEU President. He has done an outstanding job. He will leave CEU at the end of the academic year. Chair Pitcher wished President Thomas well.

#### <u>Adjournment</u>

Regent Reid moved that the Board move into closed session to discuss personnel issues. Regent Holbrook seconded the motion, which was adopted unanimously.

The Committee of the Whole ended at 12:00 noon. The Regents met for lunch in closed session and adjourned from there at 1:15 p.m.

| Joyce Cottrell CPS, Executive Secretary |
|-----------------------------------------|
| <br>                                    |