



AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
RAY OLPIN STUDENT UNION
UNIVERSITY OF UTAH
SALT LAKE CITY, UTAH

DECEMBER 5, 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

**UTAH STATE BOARD OF REGENTS MEETING
RAY OLPIN STUDENT UNION, UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
DECEMBER 5, 2008**

Agenda

7:30 a.m. - BREAKFAST MEETING – STATE BOARD OF REGENTS, UNIVERSITY OF UTAH
9:00 a.m. BOAR D OF TRUSTEES, PRESIDENT YOUNG, COMMISSIONER SEDERBURG
(Parlor A)

9:00 a.m. - GROUP PHOTOS– STATE BOARD OF REGENTS, PRESIDENTS
9:15 a.m. (Saltair Room)

9:15 a.m. - COMMITTEE OF THE WHOLE
11:00 a.m. (Saltair Room)

Report of the Commissioner
State Board of Regents Organizational Plan

Tab A

11:00 a.m. - MEETINGS OF BOARD COMMITTEES
12:00 noon

Academic, CTE and Student Success (Programs) Committee

Regent Katharine B. Garff, Chair
(Collegiate Room)

ACTION:

1. University of Utah – Bachelor of Science Degree in Athletic Training
2. University of Utah – Doctoral Program in Rehabilitation Science

Tab B

Tab C

CONSENT:

3. Consent Calendar, Programs Committee
Southern Utah University
 - i. Utah Center for Arts Administration (UCAA)
 - ii. Speech Writing Certificate (SWC)
 - iii. New Education Endorsements: Gifted and Talented Education, Elementary Mathematics, and Educational Technology

Tab D

INFORMATION/DISCUSSION:

4. Information Calendar, Programs Committee
 - A. Utah State University
 - i. Restructure the Huntsman School of Business
 - ii. Name Change: Bachelor of Science Degree in Computer Science with Emphasis in Information Systems to Bachelor of Science Degree in Computer Science with

Tab E

Emphasis in Software Development

- B. Utah Valley University – Unit Name Change: Committee on Interdisciplinary Studies (COIS)
To the Interdisciplinary Studies Program (IDST) with three additional emphases:
American Studies, Cinema Studies, Classical Studies

- | | | |
|----|---|-------|
| 5. | Utah State University/College of Eastern Utah – Consultants’ Final Report | Tab F |
| 6. | Weber State University – Progress Report, Bachelor of Science Degree in Engineering | Tab G |

Finance, Facilities and Accountability Committee

Regent Jerry C. Atkin, Chair

(West Ballroom)

ACTION:

- | | | |
|----|---|---------------|
| 1. | University of Utah – Non-state Funded Capital Development Projects | Tab H |
| 2. | University of Utah – Approval to Pursue Issuance of Revenue Bonds | Tab I |
| 3. | UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds, Senior Series 2008A | Tab J |
| 4. | Salt Lake Community College – Sale of Property to Utah Transit Authority | Tab JJ |

INFORMATION/DISCUSSION:

- | | | |
|----|--------------|-------|
| 5. | UHEAA Update | Tab K |
|----|--------------|-------|

Strategic Planning and Communications Committee

Regent Meghan Holbrook, Chair

(Saltair Room)

INFORMATION/DISCUSSION:

- | | | |
|----|--|-------|
| 1. | Retention Reports – University of Utah and Salt Lake Community College | Tab L |
|----|--|-------|

ACTION:

- | | | |
|----|--------------------------------|-------|
| 2. | 2009 Legislative Priorities | Tab M |
| 3. | 2009 Legislative Advocacy Plan | Tab N |

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

LUNCHEON MEETINGS
(Buffet in Central Ballroom)

STATE BOARD OF REGENTS (Closed session) – Parlor A

Chief Academic Officers – Collegiate Room
Business Affairs Committee – West Ballroom
Legislative Liaisons – Parlor B
All Others – Central Ballroom

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

COMMITTEE OF THE WHOLE
(Saltair Room)

1. State of the University – President Michael K. Young
2. Utah Business Roundtable Update – President F. Ann Millner
3. General Consent Calendar
4. Reports of Board Committees
5. Report of the Chair

Tab O

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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.

December 5, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Planning Session – Proposed Strategic and Operational Plan

Issue

The Utah System of Higher Education (USHE) and the State Board of Regents (SBR) are at a juncture of heightened expectations for preparing Utahns for success in today's knowledge-based economy. To help meet this expectation, the SBR launched a self-assessment process to clarify its role as the stewards of Utah's system of higher education, and to better understand its value to the institutions which it oversees and serves. The outcome of this process is a proposed restructuring of the SBR meetings in support of a new system strategic and operational plan.

Background

As part of the past two Regents' board meetings, the Regents have engaged in self-assessment exercises and received a consultant's report regarding the strategic and operational nature and structure of the Board of Regents. In the October 24, 2008 board meeting, Regents Morgan and Zenger were charged with preparing a new system strategic plan that addresses the strategic and operational nature and structure of the Board of Regents for board action. The proposed plan will be distributed to the Regents and Presidents prior to the December 5 meeting.

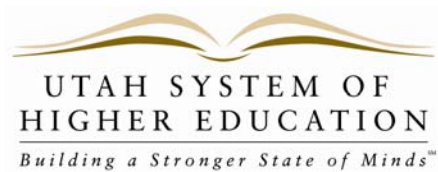
Commissioner's Recommendation

The Commissioner recommends the Regents adopt the new system strategic and operational plan, including the restructuring of its board meetings, for implementation beginning January 2009.

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William A. Sederburg  
Commissioner of Higher Education

WAS:db



## **State Board of Regents Proposed Strategic and Operational Plan**

### **Introduction**

The Utah System of Higher Education (USHE) and the State Board of Regents (SBR) have the responsibility and expectation of providing access for its citizens to higher education and preparing them for success in today's knowledge-based economy. To help meet this responsibility and expectation, the SBR launched a self-assessment process to clarify its role as the stewards of Utah's system of higher education, and to better understand its value to the institutions which it oversees and serves.

The outcome of this process is a proposed restructuring of the SBR meetings in support of a new system strategic and operational plan, as outlined in this document. The objective is to move the SBR towards being a more strategic and less bureaucratic body, thus, streamlining the procedural roles and obligations of the SBR so it can focus its time and energy on broader issues of strategic importance. It is anticipated that the business responsibilities of the Office of the Commissioner of Higher Education (OCHE) will be scoped in accordance with the outcomes of this proposal.

*NOTE: A summary of the SBR statutory obligations (roles and authority) are in the Appendix section of this document.*

### **System Strategic Plan**

There are many possible aspects that the SBR could focus on in its System Strategic Plan. Narrowing the focus to yield the greatest impact and outcomes, in balance with the SBR's limited resources and the current environment of the state, is critical to ensure the success of this strategic plan.

Therefore, it is proposed that the System Strategic Plan initially have only three areas of focus: (1) higher education and economic development; (2) the impending growth facing the USHE; and (3) system and institutional development. As progress is made to significantly advance one or more of these areas of focus, the SBR may choose to shift its attention to other areas needing strategic focus.

#### *Higher Education and Economic Development*

Higher education plays a significant role in economic development. USHE institutions are key variables, assets, and resources to be leveraged in creating, encouraging, and sustaining economic development within every region of the state. As the governing body of the USHE, the SBR assists its institutions and the state by:

- identifying future workforce needs,
- supplying an educated, skilled, and prepared talent-force of graduates to meet the needs of Utah's industries in a global economy, and

**DRAFT**

December 3, 2008

- providing quality degree, certificate, and other short-term education programs that meet accreditation and industry standards and expectations.

### *Impending Growth*

The state of Utah is growing in population at an annual rate of approximately 1.9% and will most likely top 3.5 million people within the next ten years.<sup>1</sup> However, some regions of the state will incur a higher rate of growth and demand than others. Preparing for and managing the demands and expectations associated with this growth and its impact on the USHE is an issue that the SBR must address now. To accomplish this responsibility, the SBR must:

- understand the magnitude of the growth, where it will occur, and how it will impact higher education institutions and infrastructure, and
- identify practices and strategies that the USHE might put in place to accommodate this growth and provide access to higher education opportunities, which may include, but are not limited to:
  - the use of technology to deliver educational programs,
  - the expansion of campuses—including branch campuses,
  - the leveraging of the USHE network of institutions to deliver and meet increased demands for high-cost programs, and
  - utilizing every campus and existing facilities more effectively and efficiently.

### *System and Institutional Development*

The SBR fills the significant role of overseeing and supporting the development and fulfillment of institutions and their missions. It is challenging for the SBR to maintain a state system that facilitates the distinctiveness of each institution's mission while maintaining its collaborative and affordable system, culture, and programs. Nonetheless, the SBR must understand the different roles, types, and missions of higher education institutions and how the USHE is to meet the needs of Utah through these different roles, types, and missions of its institutions. To accomplish this responsibility appropriately, the SBR must strengthen the USHE network of institutions to:

- strengthen the community college function and network across institutions that have a two-year mission (i.e., how should the SBR support an effective community college mission within regional colleges and universities?),
- focus the role of the regional colleges and universities on community engagement (i.e., do regional USHE institutions pursue the new Carnegie *Community Engagement* elective classification?),
- supporting the role of the research universities (i.e., how is the role of research universities evolving and how can the system support their development?), and
- enhance the system's ability to:
  - identify strategic goals and targets which advance the agenda of the SBR, and
  - improve the communication and collaboration between the SBR and each institution's Board of Trustees regarding:
    - legislative relations and priorities,
    - system and institutional goals, initiatives, and future plans, and
    - training addressing the roles, responsibilities, and powers of each.

<sup>1</sup> GOPB (<http://governor.utah.gov/dea/projections.html>)

## System Operational Plan

It is proposed that the SBR adopt a System Operational Plan that has three committees which facilitate routine work and responsibilities of the SBR: (1) Academic Programming; (2) Planning and Communications; and (3) Finance and Facilities. Issues or initiatives needing system coordination and support that are not specifically listed below (i.e., issues and initiatives pertaining to student affairs, advancement, or athletics), should be coordinated through the logical committee pending their nature, intent, and impact on the academic mission of the USHE and the institutions.

### *Academic Programming Committee*

A major objective of the Academic Program Committee is to support student success by strengthening the quality of academic programs through a system-wide evaluative process and assuring that these programs prepare students to persist to degree completion in order to enter the labor market or graduate school. The Committee meets its objective by providing opportunities for institution to work collaboratively as they develop new and improve on-going programs. The stewardship of the Academic Programming Committee encompasses the current Program Review Committee (PRC) and any academic issue and initiative needing system and state coordination and collaboration, such as:

- reviewing degree, certificate and program proposals at both an institutional and a system level and make recommendations to the Regents,
- Career and Technical Education,
- concurrent enrollment,
- transfer and articulation,
- learning outcomes assessment,
- access to higher education and educational development,
- information management (i.e., data turned into meaningful and consistent information),
- faculty productivity,
- retention processes, strategies, and outcomes,
- the use of technology to expand degree program delivery options, and
- other issues and initiatives that directly impact the academic mission of institutions (e.g., the current Engineering and Computer Science initiatives).

The objectives of the current Program Review Committee (PRC) will continue to be accomplished, which include: overseeing degree approval processes, program reviews, and articulation agreements. Whether the PRC becomes the Academic Programming Committee with an expanded stewardship, or a subcommittee of the Academic Programming Committee to accomplish its current objectives, needs to be determined by the committee.

### *Planning and Communications Committee*

The stewardship of the Planning and Communications Committee encompasses the oversight of the strategic planning process of the SBR, which includes:

- implementing and managing system priorities, initiatives, and events to promote the agenda of the USHE and the SBR,



- establishing USHE legislative priorities and strategies in alignment with the SBR agenda,
- managing public relations initiatives and plans (ensuring consistent messaging among and between USHE system offices and the institutions), and
- supporting institutions with strategic planning and communication priorities, initiatives and events.

### *Finance and Facilities Committee*

A major objective of this committee is to better leverage the value to institutions for being a part of a state system. For example, as a network of institutions, the system should pursue initiatives (i.e., Information Technology, Human Resources, and Purchasing initiatives) that add value, save money, and improve communication for the institutions and thus the state. The stewardship of the Finance and Facilities Committee includes:

- overseeing the fiduciary and audit responsibility of the USHE, the SBR and institutions, the Utah Higher Education Assistance Authority (UHEAA), and the Utah Educational Savings Plan (UESP) that require system action and approval, as well as state and federal reporting and coordination,
- reviewing institutions' facilities master plans and needs,
- managing the Q&P process and formula (exploring alternative means of prioritizing USHE building needs and priorities),
- coordinating and collaborating USHE building priorities with the State Building Board, Legislature, and Governor's Office,
- reviewing current funding mechanisms and assessing alternative approaches,
- developing and maintaining guidelines and criteria for system budget prioritization, and
- mediating policy implications that impact the system and institutional infrastructure (e.g., enrollment growth and its geographical issues related to branch campus development and land acquisitions, as well as technological issues in providing access to high-cost degree programs on other campuses, etc.).

### *Committee Structure*

Members of the SBR will receive assignments to support a Committee with one Regent being appointed chair of each committee. Pending the focus of a committee, subcommittees can be created—with a Regent chair or co-chair—to more effectively and efficiently manage the Committee's stewardship. Every committee and subcommittee of the SBR will be administratively supported by a designated OCHE staff person. Committees and subcommittees will meet as needed to fulfill their stewardship and prepare the necessary information and reports for the SBR full board meetings. Whenever possible, committee and subcommittee meetings should use appropriate technology to minimize travel and expenses, which may include, but are not limited to, email communications and conference/video calls.

The OCHE staff member assigned to each committee/subcommittee will be responsible for coordinating with the chair to set the agenda of each committee/subcommittee meeting. Additionally, the OCHE staff member is responsible for submitting agenda items with the appropriate recommendation to the Commissioner for the SBR's consideration at its next board meeting. Actions approved by a committee's subcommittee are to be placed on the next committee agenda by the OCHE staff member for ratification. Ratified actions by a committee needing urgent

action can be implemented immediately with the Commissioner's and the SBR Executive Committee's approval or the full board's approval. Actions approved by the committee, the Commissioner, and the SBR Executive Committee are to be included as information on the agenda of the next full board meeting for transparency and communication purposes.

Each committee will establish criteria (to be approved by the full board) that will be the standard by which requests for approval and action are evaluated. Before a committee/subcommittee reviews a request for approval and action, the request is evaluated and verified by the OCHE staff to ensure appropriate compliance with the set criteria and standard. Once verified, the request is placed on the agenda for the next committee/subcommittee meeting for approval and action.

If requests for approval and action do not meet the established criteria and standards, then it is the responsibility of the OCHE staff to contact the requesting party, provide feedback, and assist them in appropriately preparing requests for future action. If a requesting party disagrees with the interpretation of the OCHE staff or the outcome of the committee/subcommittee review, the SBR Executive Committee and Commissioner will hear the appeal and determine if the request adequately meets the criteria/standards and subsequently make a final decision. The Executive Committee and Commissioner may choose to send the matter to the full board for consideration and decision as well.

The intent of this committee structure is to allow the SBR and its committees more time in the board meetings to strategically address higher education issues and initiatives facing the State of Utah that are pertinent to a Regents' stewardship. The SBR consists of talented persons from a variety of backgrounds whose insights and expertise, coupled with that of the presidents, the Commissioner and staff, should be more deliberately leveraged toward advancing the SBR's agenda and interests of higher education in Utah.

### *Full Board Meeting Structure*

It is proposed that beginning January 2009 the SBR board meetings will be day-long events and occur less often. For 2009, it is proposed there be six SBR meetings and subsequently only four meetings in 2010 and thereafter. Institutions and the system incur significant costs in hosting or sending personnel to attend SBR meetings. By lengthening meeting time coupled with meeting less often, the costs of attending and hosting meetings will be reduced significantly. The use of technology should be explored and implemented where possible during full board meetings to provide increased access and decrease the cost of attendance.

### Meeting Location, Rotation, and Schedule

The opportunity to host the SBR meetings rotates among the different USHE campuses and the Board of Regents Building. A new and equitable rotation of campuses and the SBR's hosting of board meetings needs be adopted to accommodate the proposed meeting schedule. The significance of hosting board meetings is they provide opportunity for the SBR and Commissioner to visit campuses, meet with the Presidents and Boards of Trustees, and discuss specific institutional strategic issues and initiatives. Historically, these meetings with Trustees have been held over breakfast, which is recommended to continue for the institution whose turn it is to host a board meeting. The setting of the agenda and strategy for these meetings should be a collaborative

venture among the SBR, Commissioner, President, and Board of Trustees Chair to make the best use of the time together.

Due to the proposed decrease in frequency of campuses hosting board meetings, a separate rotation of interim campus visits is proposed to help maintain an open channel of communication among each institution's Boards of Trustees, President, and key campus and community leaders and the Regents, the Commissioner, and key OCHE staff. The interim campus visits would occur in an "off" year. The setting of the agenda and strategy for the interim campus visits should also be a collaborative venture among the SBR, Commissioner, President, and Board of Trustees Chair to make the best use of the time together and to ensure strategic issues facing the institution and system are discussed. It is proposed that each Regent commit to attending at least two interim campus visits per calendar year.

### Committee of the Whole

Routine, full board meetings will begin in the Committee of the Whole to strategically discuss and specifically focus on a topic, which is to be determined by a task force consisting of Regents and selected presidents appointed by the Council of Presidents (COP). Topics selected may include:

- the SBR's strategic and operational plan as outlined in this document (i.e., prioritize identified issues to be systematically addressed and acted upon),
- the structure of the SBR meetings to ensure they appropriately support and advance the SBR Strategic and Operational Plan,
- the orientation to the purpose and processes of each of the three established committees,
- the mission statement(s) for the USHE, SBR, and OCHE,
- the scope of services provided by the OCHE,
- the roles and authority of institutional Boards of Trustees,
- the professional development, training, and relationship between the SBR and the Boards of Trustees,
- the consultant's report and letters from USU and CEU addressing a possible merger,
- the structure and purpose of first-tier tuition, and
- any other topic that would benefit from an open discussion by the SBR, Presidents, Commissioner and Executive Staff.

The task force may arrange for others—experts within a chosen field pertinent to the discussion topic—to participate, give a report, and otherwise aid the discussion and help the SBR determine the best course of action. Having these meetings be public leverages the SBR's advantage to advance its agenda and communicate important information and issues to a broader audience. A designated OCHE staff member will provide the administrative support for the task force.

### Regents' Development

In an attempt to make the service and experience of being a member of the SBR positive, the following professional development initiatives should be explored:

- training on the statutory role and authority of the SBR, Boards of Trustees, Presidents, and Commissioner and an orientation to established business protocols and continuity,
- presidential search and evaluation processes,

- a mentor system between senior Regents and new Regents, and
- an evaluation process capturing feedback from each board meeting for continual refinement of board meetings.

## Recommendation

It is recommended that the Regents discuss and adopt this proposal and establish a new system Strategic and Operational Plan. In adopting this proposal, it is recognized that modifications will be made in strategic issues included and operational structures and procedures developed as this process proceeds and as circumstances change.

## APPENDIX

In 1969 the Utah System of Higher Education (USHE) was founded. The intent behind its creation was to “provide a high quality, efficient, and economical public system of higher education through centralized direction and master planning.”<sup>2</sup> With the creation of USHE came the establishment of the State Board of Regents (SBR), which is a governing board “...vested with the control, management, and supervision of the institutions of higher education...”<sup>3</sup> The SBR is legislatively empowered to “...govern the state system of higher education consistent with state law and delegate certain powers to institutional boards of trustees and institutional presidents, and to vest certain powers in institutional boards of trustees and institutional presidents.”<sup>4</sup>

### Roles and Authority

Understanding the statutory obligations of the SBR, the Commissioner of Higher Education, the boards of trustees, and the institutional presidents is an important step in clarifying the roles and authority of each party. Productive coordination and collaboration between these parties is essential if USHE is to effectively meet the public expectation of providing a high-quality higher education experience that best serves and prepares the people of Utah through the 21<sup>st</sup> Century.

#### *State Board of Regents*

The SBR has the responsibility to govern the higher education affairs for the state as it pertains to maintaining a system of higher education that “(a) avoids unnecessary duplication; (b) provides for the systematic and orderly development of facilities and quality programs; (c) provides for coordination and consolidation; and (d) provides for systematic development of the role or roles of each institution within the system of higher education consistent with the historical heritage and traditions of each institution.”<sup>5</sup>

Additionally, the SBR “after consulting with the institution's board of trustees, appoints a president for each institution in the state system of higher education who serves at its pleasure and at such salary as it may determine.”<sup>6</sup> Pursuant to this responsibility, the SBR also oversees the evaluation of presidents and “shall establish guidelines relating to the roles and relationships between institutional presidents and boards of trustees, including those matters which must be approved by a board of trustees before implementation by the president.”<sup>7</sup>

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<sup>2</sup> Utah Code 53B-1-101.

<sup>3</sup> 35B-1-103

<sup>4</sup> *ibid.*

<sup>5</sup> *ibid.*

<sup>6</sup> Utah Code 53B-2-102.

<sup>7</sup> *ibid*

The Governor, legislative, business and educational communities should look to the SBR for leadership and as the access point of expertise, through its network of institutions, regarding statewide higher educational issues and initiatives. Advocacy of higher education issues, initiatives and the needs and successes of the USHE institutions, is a major role of the SBR. The SBR also has the authority to delegate powers and responsibilities to USHE boards of trustees and presidents to better meet system, state and regional higher educational needs and expectations.

### *Office of the Commissioner*

The SBR “appoints a commissioner of higher education to serve at its pleasure as its chief executive officer. The board [SBR] sets the salary of the commissioner and prescribes the commissioner's duties and functions. The commissioner is selected on the basis of outstanding professional qualifications.” Additionally, “the commissioner is responsible to the board [SBR] to: (a) insure that its policies and programs are properly executed; (b) furnish information about the state system of higher education and make recommendations regarding that information to the board; (c) provide state-level leadership in all activities affecting institutions in the state system of higher education; and (d) perform other duties assigned by the board in carrying out its duties and responsibilities.”<sup>8</sup> Under the direction of the SBR, the commissioner convenes and facilitates the Council of Presidents (COP) to coordinate issues and initiatives that need system strategies and support. As the chief executive officer of USHE, the commissioner may take the lead on issues and initiatives to better enable the presidents’ success.

OCHE is dedicated to supporting and facilitating the commissioner in fulfilling the above responsibilities. Additionally, OCHE is charged with providing administrative support to the SBR in planning, organizing and hosting SBR meetings, as well as subcommittee work and initiatives.

### *Boards of Trustees*

“Each college and university has a board of trustees which may act in behalf of its institution in performing duties, responsibilities, and function as may be specifically authorized to the board of trustees by the State Board of Regents. A board of trustees has the following powers and duties: (a) facilitates communication between the institution and the community; (b) assists in planning, implementing, and executing fund raising and development projects aimed at supplementing institutional appropriations; (c) perpetuates and strengthens alumni and community identification with the institution’s tradition and goals; and (d) selects recipients of honorary degrees.”<sup>9</sup>

### *Presidents*

“The president of each institution may exercise grants of power and authority as delegated by the board [SBR], as well as the necessary and proper exercise of powers and authority not specifically denied to the institution, its administration, faculty, or students by the board [SBR] or by law, to

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<sup>8</sup> Utah Code 53B-1-105.

<sup>9</sup> Utah Code 53-B-2-103.

assure the effective and efficient administration and operation of the institution consistent with the statewide master plan for higher education.”<sup>10</sup>

## Missions

All of the USHE institutions have a mission statement scoped to their type and classifications, which are specified in regent policy (R312). These statements are currently scheduled to be updated every five years. The ongoing challenge for the SBR has been to maintain a state system that facilitates the distinctiveness of each institution’s mission while maintaining a collaborative and affordable system, culture and programs.

The mission statements for USHE, the SBR and the Office of the Commissioner of Higher Education (OCHE) have not been updated since November 5, 1993. In addition to the mission statement, USHE also has a vision statement, also not updated since 1993. The vision and mission statements for USHE, the SBR and OCHE are described below.

### *Vision Statement*

#### Utah System of Higher Education

“Utah will forge an exceptional, learner-centered educational system providing citizens with the opportunity to become enlightened, to value ethnic and cultural differences, to have a global perspective, to develop an abiding sense of ethics, and to achieve their personal potential, thereby advancing the State and its citizens intellectually, socially, economically, and culturally.”<sup>11</sup>

### *Mission Statements*

#### Utah System of Higher Education

“The mission of the Utah System of Higher Education (USHE) is to provide high quality academic, professional, and applied technology learning opportunities designed to advance the intellectual, cultural, social, and economic well-being of the state and its people. The USHE will foster a society of lifelong learners, prepare a productive work force for a knowledge-based global marketplace, cultivate social responsibility and commitment to ethical values, improve the quality and understanding of life, and promote cultural awareness and appreciation for diversity.”<sup>12</sup>

#### State Board of Regents

“The mission of the Utah State Board of Regents is to ensure fulfillment of the mission of the Utah System of Higher Education through policy determination, governance, collaboration, and coordination. Well defined and differentiated institutional missions are established by the Regents

<sup>10</sup> Utah Code 53B-2-106.

<sup>11</sup> Regent Policy R310-3.1

<sup>12</sup> Regent Policy R310-4.1

to focus college and university efforts on excellence, to avoid unwise duplication of programs and effort, to serve both traditional and nontraditional students, and to promote efficiency and accountability. The Board also coordinates with non-USHE postsecondary institutions, public education, business, and government, and administers student financial aid and other programs involving statewide participation.”<sup>13</sup>

#### Office of the Commissioner of Higher Education

“The mission of the Office of the Commissioner of Higher Education (OCHE) is to implement and administer policies and directives of the State Board of Regents and provide staff support to assist the Board and system institutions in fulfilling their respective missions. Under Regent direction, the OCHE works closely with college and university personnel to afford Utahns a highly efficient and economical system of public higher education. The OCHE provides statewide leadership, collaboration, coordination, strategic planning, policy development, standardized reporting procedures, information dissemination, and program administration. The office also formulates consolidated operating and capital budgets, and manages enrollments and instructional delivery systems that provide access with superior quality.”<sup>14</sup>

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<sup>13</sup> Regent Policy R310-4.2

<sup>14</sup> Regent Policy R310-4.3



November 26, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Bachelor of Science in Athletic Training Education – Effective Spring 2009

Issue

The University of Utah requests approval to offer a Bachelor of Science in Athletic Training Education effective Spring 2009. This program was approved by the institutional Board of Trustees in November 2008.

Background

The University of Utah is requesting to move the Athletic Training Education Program (ATEP) from an emphasis to a major in an effort to meet national accreditation standards. The University of Utah's (U of U) Department of Exercise and Sports Science (ESS) and the Department of Athletics developed a two and one-half year curriculum to provide students with a variety of learning opportunities that lead to skill mastery. The original ATEP was based on an internship model that included introductory and advanced athletic training courses and 1500 hours of external clinical experience. The proposed ATEP has added 14 clinical didactic and clinical courses specific to athletic training education within ESS and meets national guidelines and requirements for accreditation. Also, the Athletic Trainer Licensing Act in Utah Code describes the expected services that an athletic trainer must provide. The proposed ATEP will prepare graduates to meet state and national standards.

During a 2007 accreditation review by the Commission on Accreditation of Athletic Training Education, ATEP was found to be in "substantial compliance." However, the accreditors asked that to keep the program's accreditation, the athletic training program would need to be its own major.

The American Medical Association recognizes athletic training as a clinical healthcare profession. Utah requires graduates to obtain licensure to practice as athletic trainers. The national accrediting agency is mandating all accredited educational programs to become stand-alone majors. The degree will allow graduates to become eligible to sit for the national certification exam, become licensed to practice in the state, and meet the expectations and requirements of the national accrediting agency (CAATE) that oversees athletic training education.

No additional faculty or staff will be needed for this program. No new courses will be needed during the first five years as the courses are already being taught by present faculty. National workforce data support the need for the proposed program.

Policy Issues

USHE institutions were supportive of this proposal.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the University of Utah's request to offer the Bachelor of Science in Athletic Training Education, raise questions and, if satisfied, approve the program.

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William A. Sederburg, Commissioner

WAS/PCS  
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Bachelor of Science in Athletic Training Education

University of Utah

Prepared for  
William A. Sederburg  
by  
Phyllis C. Safman

November 26, 2008

## **Section I: The Request**

University of Utah requests approval to offer a Bachelor of Science in Athletic Training Education effective Spring 2009. This program has been approved by the institutional Board of Trustees in November, 2008.

## **Section II: Program Description**

### **Complete Program Description**

The University of Utah Athletic Training Education Program (ATEP) is a nationally accredited program that provides a comprehensive health care education that focuses on the physically active. The University's ATEP combines formal instruction in prevention, evaluation, rehabilitation, and management of injuries. Additionally, the program provides clinical experiences with athletic training professionals serving in a variety of settings, including University Athletics, professional sports, local area high schools, as well as outpatient rehabilitation clinics in and around Salt Lake City. The program's goal is to provide an environment that fosters the development of critical thinking and problem solving skills. The University's ATEP prepares students for successful completion of the National Athletic Trainer's Association Board of Certification (NATABOC) exam, and makes them eligible for licensure to practice as a clinical healthcare professional in the State of Utah. The four-year program requires 122 credit hours and upper-division courses can be completed in two and one half years.

### **Purpose of Degree**

The American Medical Association recognizes athletic training as a clinical healthcare profession. The state of Utah requires one to obtain licensure to practice as an athletic trainer in the state. The national accrediting agency is mandating all accredited educational programs to become stand - alone majors at their respective institutions. The degree will allow graduates to become eligible to sit for the national certification exam, become licensed to practice in the state of Utah, and meet the expectations and requirements of the national accrediting agency (CAATE) that oversees athletic training education.

### **Institutional Readiness**

No new organizational structures or changes in cost, staffing, or facilities are needed for this proposed change from an emphasis to a major. The institution is meeting the needs and demands of the program currently and into the future. Thus, the proposed program will not impact the delivery of either undergraduate or lower-division education.

### **Faculty**

No additional faculty are needed in the first five years of the program. Present faculty are meeting state and CAATE ratios. The program is composed of one tenure-track faculty and five non-tenure track faculty.

### **Staff**

No additional staff support will be needed or required in the first five years.

## **Library and Information Resources**

The institution currently has the needed library resources and support from the library.

## **Admission Requirements**

Admission requirements include application materials and a professional interview. The application materials consist of the following: application form, application fee (\$50), two recommendation letters, technical standards form, transcript from any colleges attended, physical, hepatitis B vaccination, CPR and AED certification, ESS 2700 completion, and an overall GPA of 2.5. The interview is performed on applicants that meet minimum requirements. The interview is performed by the program director, clinical education coordinator, director of sports medicine in athletics, a current graduate student, and a faculty member in the ESS Department not affiliated with the program.

## **Student Advisement**

The students are advised by the academic advisor for the ESS Department and meet with the program director each semester to discuss course progression and scheduling.

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

The program requires 122 credits which meet the standards set by accreditation.

## **External Review and Accreditation**

The Athletic Training Education Program underwent an accreditation review and was found in compliance and met all standards for CAATE. The purpose of moving from an emphasis to a stand alone major is due to CAATE's findings:

"While your program has been awarded continuing accreditation, the following citations merit your institution's attention and resolution in order to come into full compliance with the Standards.

1. The athletic training education program must be an undergraduate or graduate program that offers a major or graduate equivalent in athletic training. The undergraduate major equivalent must be:
  - 1.1 consistent with other majors offered within the institution
  - 1.2 identified as an academic athletic training major program in institutional academic publications, and
  - 1.3 indicated on the official transcript of the student as is normally designated for other major equivalents at the institution

The citations listed above must be resolved by the institution in order to maintain accreditation. Failure to respond satisfactorily to these citations may result in a change of the accreditation status, including probation or withdrawal of accreditation."

The approval of a major in Athletic Training does not alter the course design, cost, or have any additional impact on any department, college, university, or state entity. The next review of the entire program by CAATE is scheduled for 2011-2012 AY. However, the Department is required to send in rejoinders bi-annually to document the progress of the citations listed previously until adequately addressed.

### Projected Enrollment

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 1    | 32                | 6            | 5.33:1                   | N/A                       |
| 2    | 36                | 6            | 6:1                      | N/A                       |
| 3    | 36                | 6            | 6:1                      | N/A                       |
| 4    | 36                | 6            | 6:1                      | N/A                       |
| 5    | 36                | 6            | 6:1                      | N/A                       |

### Expansion of Existing Program

The program is identical to the accredited athletic training education program already offered since 2000. The headcount of new students accepted into the two and a half year program from the year 2003 to 2007 is as follows: 5 (2003), 10 (2004), 18 (2005), 14 (2006), 21 (2007).

## Section III: Need

### Program Need

The University of Utah ATEP provides interested students with didactic and clinical skills necessary to function as a licensed clinical healthcare professional. Upon graduation, students are eligible to take the National Athletic Trainers Association Board of Certification Examination and practice as a licensed athletic trainer in Utah.

In 2006, the Utah Legislature passed the Athletic Training Licensure Bill. This new level of credentialing will enable athletic trainers to obtain third party reimbursement through insurance companies for their services. This will increase employment opportunities for athletic trainers throughout Utah in sports medicine clinics, hospitals, and other health care facilities.

### Labor Market Demand

Athletic trainers are employed in corporations, public schools, physical therapy clinics, universities, professional organizations, the military, factories, and hospitals. In almost every state, athletic trainers must be Board of Certification (BOC) certified in order to practice. According to the Career Center on [www.NATA.org](http://www.NATA.org) (an online job posting site), there were 42 new listings in the last week for athletic trainers, 213 in the last month, and 383 in the last 2 months as observed on March 28, 2008.

According to the U.S. Department of Labor's Occupational Outlook Handbook, 2002-2003 Edition, the demand for health care services will create tremendous job opportunities over the next eight years. Nine of the top 20 job growth categories are in health care services. Of the total professional jobs, 5.2 million will be

added from three groups: health care services and technology; education, training and library occupations; and computer/mathematical occupations. Certified Athletic Trainers (ATCs) are represented in two of the three major job growth categories: health care services and education. ATCs are at the front end of their growth curve, and have a broad practice scope. ([www.nata.org](http://www.nata.org))

From 1990 to 2000, the population in Utah grew 29.6 percent, and from 2000-2005, it grew 10.6 percent, double the national average. Projections for 2025 estimate a 20 percent population growth in the state of Utah. (<http://quickfacts.census.gov/qfd/states/49000.html>). The projected growth of Utah provides for continued demand for health care services.

### **Student Demand**

The ATEP accepts up to 21 Athletic training students (ATS) annually. In academic year 2005-2006, there were 36 applications. Of the 36 applicants, ATEP accepted 18 students, a 50 percent rejection rate, with an average grade point average of 3.43. Additionally, all 18 are on schedule to graduate in Spring 2008. In academic year 2006-2007, ATEP received 24 student applications and accepted 14 students with an average grade point average of 3.27. In academic year 2007-2008, ATEP received 34 applications and accepted 21 students with an average grade point average of 3.31. Thus, the student demand is strong and does not appear to be diminishing.

Due to market demand, high student demand, and that the majority (>90%) of graduates are finding work or continuing with a graduate degree, a major, as opposed to an emphasis, seems appropriate.

### **Similar Programs**

There are currently four accredited undergraduate athletic training education programs in Utah: University of Utah, Weber State University, Southern Utah University, and Brigham Young University. Of these four, only Weber State University has a major in athletic training although all accredited programs are required to obtain a major in athletic training. The ATEP differs in the didactic and clinical opportunities available to the students. Each program listed has students performing clinical rotations at their respective institutions and in the community in public/private high schools and outpatient rehabilitation clinics (Weber State - Ogden, BYU - Provo, and University of Utah - Salt Lake City).

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

The University of Utah enjoys a collegial relationship with Weber State University and BYU. Discussions at state and regional conferences with Dr. Valerie Herzog (WSU) and Dr. Ty Hopkins (BYU), suggested that the proposed program could become a stand-alone major without changing these relationships. Additionally, each program has strong interest and placement for its students following graduation. Therefore, the impact of the program change from an emphasis to a major will have no impact on other USHE institutions.

### **Benefits**

The institution has a nationally accredited clinical healthcare program recognized by the AMA as an undergraduate degree. Upon graduation from the proposed program, students are eligible to sit for the

national certification exam and obtain licensure to practice in Utah. Thus, the University of Utah benefits as does the USHE by offering the ATEP.

### **Consistency with Institutional Mission**

The University of Utah ATEP fits with the institution's mission to provide high quality undergraduate and graduate programs that serve the state and its citizens. The proposed program provides higher education to students interested in obtaining didactic and clinical skills necessary to function as a licensed clinical healthcare professional.

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

### **Program Assessment**

The Achievement Outcomes of the ATEP Mission and Educational Objectives are:

1. To provide an environment that fosters the development of critical thinking and problem solving skills.
2. To provide students with diverse clinical and quality didactic experiences that promote a well rounded education.
3. To promote professionalism through the National Athletic Trainer's Association (NATA) and interaction with other allied health professions.
4. To provide an athletic training education program that is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).
5. To prepare students for successful completion of the National Athletic Trainer's Association Board of Certification (NATABOC) exam.

Outcomes used to evaluate if the ATEP is meeting the goals are: overall GPA, ATEP Didactic and Clinical Course GPA (major GPA), Professionalism Score (# of journal publications, professional organization memberships, presentations at state, regional, and national conferences), Student Clinical Evaluations, Clinical Affiliated Site Evaluation, Approved Clinical Instructor Evaluation, NATABOC Examination Results, and demographic information from external clinical sites. All outcomes are assessed biennially by the program director and faculty involved with the ATEP to determine if the ATEP is meeting the Achievement Outcomes and Educational Objectives.

### **Expected Standards of Performance**

The 4th edition proficiencies and competencies of the NATABOC are required to be assessed over time from CAATE. Please see CAATE at [www.caate.net](http://www.caate.net) for detailed information regarding expected standards of performance needed to maintain accreditation. The U of U's accreditation and program self-study materials measured greater than 500 pages and sufficiently met the proficiencies and competencies mandated by CAATE.



## Section V: Finance

| Financial Analysis Form   |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Students</b>           |          |          |          |          |          |
| Projected FTE Enrollment  | 32       | 36       | 36       | 36       | 36       |
| Cost Per FTE              | 3839     | 4825     | 5824     | 6497     | 6683     |
| Student/Faculty Ratio     | 5        | 6        | 6        | 6        | 6        |
| Projected Headcount       | 32       | 36       | 36       | 36       | 36       |
|                           |          |          |          |          |          |
| <b>Projected Tuition</b>  |          |          |          |          |          |
| Gross Tuition             | 69696*   | 78408*   | 78408*   | 78408*   | 78408*   |
| Tuition to Program        | 25344*   | 33696*   | 33696*   | 33696*   | 33696*   |
|                           |          |          |          |          |          |
| 5 Year Budget Projection  |          |          |          |          |          |
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Expense</b>            |          |          |          |          |          |
| Salaries & Wages          | 86000    | 120350   | 147535   | 164350   | 169749   |
| Benefits                  | 21960    | 35406    | 41152    | 43566    | 44859    |
| Total Personnel           | 107960   | 157956   | 188687   | 207916   | 214608   |
| Current Expense           | 6000     | 15000    | 20000    | 25000    | 25000    |
| Travel                    | 750      | 750      | 1000     | 1000     | 1000     |
| Capital                   | 0        | 0        | 0        | 0        | 0        |
| Library Expense           | 0        | 0        | 0        | 0        | 0        |
| Total Expense             | \$114710 | \$173706 | \$209687 | \$233916 | \$240608 |
|                           |          |          |          |          |          |
| <b>Revenue</b>            |          |          |          |          |          |
| Legislative Appropriation | 0        | 0        | 0        | 0        | 0        |
| Grants & Contracts        | 0        | 40000    | 80000    | 100000   | 100000   |
| Donations                 | 0        | 0        | 0        | 0        | 0        |
| Reallocation              | 81156    | 91600    | 81171    | 85400    | 92092    |
| Tuition to Program        | 25344    | 33696    | 33696    | 33696    | 33696    |
| Fees                      | 8210     | 8410     | 14820    | 14820    | 14820    |
| Total Revenue             | \$114710 | \$173706 | \$209687 | \$233916 | \$240608 |
|                           |          |          |          |          |          |
| <b>Difference</b>         |          |          |          |          |          |
| Revenue-Expense           | \$0      | \$0      | \$0      | \$0      | \$0      |

### Budget Comments

The additional cost of the change to an Athletic Training major is zero. In the future, affiliation agreements between entities such as school districts, universities, clinics, professional sport teams, and hospitals that

may include administrative costs may be developed and implemented to increase revenue streams to the ATEP and the ESS Department.

### **Funding Sources**

Funding for the program is similar to each academic discipline/program in the Department of Exercise and Sport Science. The budget is allocated from departmental funds supported by the state, faculty productivity monies, and student credit hours. Student numbers in ATEP will remain consistent and meet national accreditation standards. Therefore, no growth in department SCH due to ATEP is expected. Thus, no additional tuition income will be received by the Department. The funding for the program will not be augmented or altered with the change from an emphasis to a major.

### **Reallocation**

The chair of ESS uses departmental funds for each of the five academic programs available; ATEP is included.

### **Impact on Existing Budgets**

No other program or budget will be affected from the move from an emphasis to a stand alone major in the Department of ESS.

## Appendix A: Program Curriculum

### All Program Courses

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences).

| Course Prefix & Number | Title                                     | Credit Hours |
|------------------------|-------------------------------------------|--------------|
| Core Courses           |                                           |              |
| ESS 3400               | Athletic Training Fundamentals I          | 3            |
| ESS 3401               | Clinical Experience in AT I               | 2            |
| ESS 3402               | Clinical Experience in AT II              | 2            |
| ESS 3403               | Clinical Experience in AT III             | 2            |
| ESS 3404               | Clinical Experience in AT IV              | 2            |
| ESS 3405               | Clinical Experience in AT V               | 2            |
| ESS 3420               | Athletic Training Fundamentals II         | 3            |
| ESS 3430               | Medical Practice Management in AT         | 2            |
| ESS 3470               | Physical Agents in Athletic Training      | 3            |
| ESS 3480               | Therapeutic Exercise in Athletic Training | 3            |
| ESS 3490               | Advanced Issues in Athletic Training      | 3            |
| ESS 4010               | Practicum in Athletic Training I          | 2            |
| ESS 4011               | Practicum in Athletic Training II         | 2            |
| ESS 4920               | Sports Medicine Symposium                 | 2            |
| ESS 2700               | Prevention and Care of Athletic Injuries  | 3            |
|                        |                                           | 36           |
| Dept. Core Courses     |                                           |              |
| ESS 2500               | Exploration of Movement Sciences          | 3            |
| ESS 3091               | Physiology of Fitness (QI)                | 3            |
| ESS 3092               | Kinesiology                               | 3            |
| ESS 3093               | Biomechanics (QI)                         | 3            |
| ESS 3340               | Sport Psychology                          | 3            |
| ESS 4465               | Exercise Programming (QI)                 | 5            |
|                        |                                           | 20           |
| Outside ESS Courses    |                                           |              |
| HEDU 1950              | First Aid and Emergency Care              | 4            |
| BIOL 2325              | Human Anatomy                             | 4            |
| BIOL 2420              | Human Physiology                          | 4            |
| NUTR 5320              | Nutrition for Exercise and Sport          | 3            |
| HEDU 1030              | Substance Use and Abuse                   | 3            |
|                        | Subtotal                                  | 18           |
|                        | <b>Sub-Total</b>                          | <b>74</b>    |
| Elective Courses       | University Requirements                   |              |
|                        | Humanities                                | 3            |
|                        | Humanities                                | 3            |

| Course Prefix & Number        | Title                              | Credit Hours |
|-------------------------------|------------------------------------|--------------|
|                               | Fine Arts                          | 3            |
|                               | Fine Arts                          | 3            |
|                               | American Institutions              | 3            |
|                               | Writing 2010                       | 3            |
|                               | Life Sciences                      | 4            |
|                               | Life Sciences                      | 3            |
|                               | Quantitative Analysis Math         | 3-4          |
|                               | Quantitative Reasoning             | 3            |
|                               | Upper Division University Writings | 3            |
|                               | Diversity Course                   | 3            |
|                               | Quantitative Intensive             | 3            |
|                               | Quantitative Intensive             | 3            |
|                               | International                      | 3            |
|                               | <b>Sub-Total</b>                   | 48           |
| Track/Options (if applicable) |                                    |              |
|                               | <b>Sub-Total</b>                   |              |
|                               | <b>Total Number of Credits</b>     | 122          |

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

No new courses will be developed in the next five years. The current course listings meet CAATE and University requirements for accreditation and graduation, respectively.

## Appendix B: Program Schedule

For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and credit hours. This section should preferably be presented in tables similar to the table found in Appendix A.

| Semester/Level in ATEP    | Course Prefix & Number | Title                                       | Credit Hours | Course Category                 |
|---------------------------|------------------------|---------------------------------------------|--------------|---------------------------------|
| Semester 1 (pre-ATEP)     | ESS 2500               | Exploration of Movement Sciences            | 3            | Department Core                 |
|                           | HEDU 1030              | Substance Use and Abuse                     | 3            | Outside ESS Course              |
|                           | Humanities             |                                             | 3            | Elective/University Requirement |
|                           | Writing 2010           |                                             | 3            | Elective/University Requirement |
|                           | Diversity Course       |                                             | 3            | Elective/University Requirement |
|                           |                        | <b>Subtotal</b>                             | <b>15</b>    |                                 |
| Semester 2 (pre-ATEP)     | HEDU 1950              | First Aid and Emergency Care                | 4            | Outside ESS Course              |
|                           | BIOL 2325              | Human Anatomy                               | 4            | Outside ESS Course              |
|                           | ESS 2700               | Prevention & Care of Athletic Injuries      | 3            | Core (Pre-requisite for ATEP)   |
|                           | Fine Arts              |                                             | 3            | Elective/University Requirement |
|                           |                        | <b>Subtotal</b>                             | <b>14</b>    | <b>Total = 29</b>               |
|                           |                        |                                             |              |                                 |
| Semester 3 (Pre-ATEP)     | Humanities             |                                             | 3            | Elective/University Requirement |
|                           | Fine Arts              |                                             | 3            | Elective/University Requirement |
|                           | Life Sciences          |                                             | 4            | Elective/University Requirement |
|                           | American Institutions  |                                             | 3            | Elective/University Requirement |
|                           |                        | <b>Subtotal</b>                             | <b>13</b>    | <b>Total = 42</b>               |
|                           |                        |                                             |              |                                 |
| Semester 4 (Level 1-ATEP) | ESS 3400               | Fundamentals of Athletic Training I         | 3            | Core                            |
|                           | ESS 3401               | Clinical Experiences in Athletic Training I | 2            | Core                            |
|                           | ESS 3470               | Physical Agents in Athletic Training        | 3            | Core                            |

| Semester/Level in ATEP    | Course Prefix & Number     | Title                                            | Credit Hours | Course Category                 |
|---------------------------|----------------------------|--------------------------------------------------|--------------|---------------------------------|
|                           | BIOL 2420                  | Human Physiology                                 | 4            | Outside ESS Course              |
|                           | International Course       |                                                  | 3            | Elective/University Requirement |
|                           |                            | <b>Subtotal</b>                                  | <b>15</b>    | <b>Total = 57</b>               |
|                           |                            |                                                  |              |                                 |
| Semester 5 (Level 2-ATEP) | ESS 3402                   | Clinical Experiences in Athletic Training II     | 2            | Core                            |
|                           | ESS 3420                   | Fundamentals of Athletic Training II             | 3            | Core                            |
|                           | ESS 3430                   | Medical Practice Management in Athletic Training | 2            | Core                            |
|                           | ESS 3092                   | Anatomical Kinesiology                           | 3            | ESS Core                        |
|                           | Life Sciences              |                                                  | 3            | Elective/University Requirement |
|                           |                            | <b>Subtotal</b>                                  | <b>13</b>    | <b>Total = 70</b>               |
| Semester 6 (Level 3-ATEP) | ESS 3403                   | Clinical Experiences in Athletic Training III    | 2            | Core                            |
|                           | ESS 3480                   | Therapeutic Exercise in Athletic Training        | 3            | Core                            |
|                           | ESS 3490                   | Advanced Issues in Athletic Training             | 3            | Core                            |
|                           | ESS 3091                   | Physiology of Fitness (QI)                       | 3            | Department Core                 |
|                           | NUTR 5320                  | Nutrition for Exercise and Sport                 | 3            | Outside ESS Course              |
|                           |                            | <b>Subtotal</b>                                  | <b>14</b>    | <b>Total = 84</b>               |
|                           |                            |                                                  |              |                                 |
| Semester 7 (Level 4-ATEP) | ESS 3404                   | Clinical Experiences in Athletic Training IV     | 2            | Core                            |
|                           | ESS 4010                   | Practicum in Athletic Training I                 | 2            | Core                            |
|                           | ESS 3340                   | Sport Psychology                                 | 3            | Department Core                 |
|                           | ESS 4465                   | Exercise Programming (QI)                        | 5            | Department Core                 |
|                           | Quantitative Analysis Math |                                                  | 3-4          | Elective/University Requirement |
|                           |                            | <b>Subtotal</b>                                  | <b>15-16</b> | <b>Total = 99-100</b>           |
|                           |                            |                                                  |              |                                 |
| Semester 8 (Level 5-ATEP) | ESS 3405                   | Clinical Experiences in Athletic Training V      | 2            | Core                            |
|                           | ESS 4011                   | Practicum in Athletic Training II                | 2            | Core                            |

| Semester/Level in ATEP             | Course Prefix & Number | Title                     | Credit Hours | Course Category                 |
|------------------------------------|------------------------|---------------------------|--------------|---------------------------------|
|                                    | ESS 4920               | Sports Medicine Symposium | 2            | Core                            |
|                                    | ESS 3093               | Biomechanics              | 3            | Department Core                 |
|                                    | Quantitative Reasoning |                           | 3            | Elective/University Requirement |
|                                    | Upper Division Writing |                           | 3            | Elective/University Requirement |
|                                    |                        | <b>Subtotal</b>           | <b>15</b>    | <b>Total = 114-115</b>          |
| NOTE: QI (8 credits) in Dept. Core |                        |                           |              |                                 |

## Appendix C: Faculty

Bradley T. Hayes Ph.D., ATC-L  
Director, Athletic Training Education  
Instructor/Approved Clinical Instructor (ACI)

Craig Switzler MS, ATC-L  
Clinical Education Coordinator/Instructor  
Instructor/Approved Clinical Instructor (ACI)/Clinical Instructor Educator (CIE)

Bill Bean MS PT, ATC-L  
Director of Sports Medicine/Instructor  
Instructor/Approved Clinical Instructor (ACI)

Debra Willardson PT, ATC-L  
Associate Director of Sports Medicine  
Instructor/Approved Clinical Instructor (ACI)

Trevor Jameson MS, ATC-L  
Instructor/Approved Clinical Instructor (ACI)

Tom Iriye ATC-L  
Instructor/Approved Clinical Instructor (ACI)



November 26, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Doctor of Philosophy (Ph.D.) in Rehabilitation Science, Effective Spring 2009 – Action Item

Issue

The University of Utah requests approval to offer a Doctoral Program (Ph.D.) in Rehabilitation Science effective Spring 2009. This program was approved by the institutional Board of Trustees in November, 2008.

Background

The purpose of the proposed program is to prepare researchers and scholars in the field of Rehabilitation Science. This doctoral program will focus on patients with injuries and diseases to determine the best scientific bases of rehabilitation practices and the effectiveness of those clinical practices. The program will be overseen by the Division of Physical Therapy and will collaborate with other departments and centers within the University. While the Division does not offer a doctoral program to train researchers, it does offer the Doctor of Physical Therapy (DPT), a clinical practice credential. Bringing together research and clinical practice would strengthen both doctoral programs.

Two clinical faculty will be involved in teaching and student oversight and will include faculty from the Departments of Orthopedics, Internal Medicine, Physical Medicine and Rehabilitation, and Neurology in the School of Medicine and the College of Nursing and Center on Aging. Only three new students per year will be admitted until more research faculty are added to the Department of Physical Therapy. The proposed program would require 66 credit hours from five core areas.

The Department of Physical Therapy is working with the Department of Exercise Science to mentor doctoral students, six formerly and three currently. Faculty believe that the Ph.D. in Rehabilitation Science would be a better fit with these students' goals. Students having earned the Doctor of Physical Therapy (DPT) are reported by faculty to have inquired about a research degree in Rehabilitation Science. No formal survey of student interest has been conducted.

Shortages in trained faculty support the need for this program. Statistics released in 2007 by the American Physical Therapy Association (APTA) demonstrated that 130 core faculty positions were unfilled with more positions to be created in the next two years. APTA calculates that the vacancy rate is nearly seven percent with projections of 14 percent as these programs expand. APTA also projects the retirement of 41 percent of faculty now over 50 years of age. With the entry level credential for Physical Therapy now at the doctoral level, more faculty with research doctorates will be needed. University of Utah DPT faculty believe that a program in Rehabilitation Science will attract high quality faculty who will in turn attract students interested in the scientific bases of rehabilitation

#### Policy Issues

USHE institutions expressed support for the program.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review the request from the University of Utah to offer the Doctor of Philosophy (Ph.D.) in Rehabilitation Science, raise questions, and, if satisfied, approve the request.

---

William A. Sederburg, Commissioner

WAS/PCS  
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer the Doctor of Philosophy (Ph.D.) in Rehabilitation Science

University of Utah

Prepared for:  
William A. Sederburg  
by  
Phyllis C. Safman

November 26, 2008

## **Section I: The Request**

The University of Utah requests approval to offer a Doctoral Program (PhD) in Rehabilitation Science effective Spring 2009. This program has been approved by the institutional Board of Trustees in November, 2008.

## **Section II: Program Description**

### **Complete Program Description**

The mission of the doctoral program in Rehabilitation Science is to advance the scientific knowledge underlying clinical practice of rehabilitation through the development of expertise in research, teaching, and professional service. Students will be given opportunities to acquire and develop skills in scholarship, teaching, and professional leadership. The Department of Physical Therapy recently began offering the Doctor of Physical Therapy (DPT) degree for students interested in the clinical practice of Physical Therapy. The DPT is a clinical degree that is intended for individuals interested in engaging in clinical practice. The doctoral program in Rehabilitation Science will award a PhD degree and will focus on the development of individuals with the expertise needed to conduct independent research and obtain positions as faculty members. The proposed PhD program in Rehabilitation Science would be complementary to the existing DPT program. Enrollment in the DPT program would not be affected by a PhD program because these programs have different missions. The presence of graduate students enrolled in the PhD program will enhance the academic experience of the DPT students by increasing scholarly activity and providing enhanced opportunities for involvement as teaching assistants.

### **Purpose of Degree**

Rehabilitation of individuals with injury or disease is an important aspect of quality health care. There is a corresponding need to prepare scholars committed to advance the scientific basis of rehabilitation and examine the clinical outcomes of evidence-based rehabilitation activities. The Department of Physical Therapy at the University of Utah has a rich history and strong national reputation in clinical training of rehabilitation professionals and innovation in rehabilitation research. The Department currently does not offer a doctoral program to train interested individuals for careers as researchers, scholars, and leaders in the demanding field of Rehabilitation Science. The Department of Physical Therapy, in collaboration with other departments and centers within the University, is therefore proposing a doctoral program in Rehabilitation Science.

### **Institutional Readiness**

The Department of Physical Therapy conducted its most recent strategic planning session in the Spring of 2006. The faculty considered creation of a PhD program as one of its primary objectives for the next two years, noting that this degree offering would be an integral part of the Department's expanding research agenda and commitment to the advancement of the science of rehabilitation and related studies. The most recent Graduate Council review conducted in the Fall of 2006 noted that the Division has substantially increased its scholarly activity in the time since the previous review (2000), and commended the research accomplishments of the faculty. Both the external and internal review teams encouraged the Department to work towards developing a PhD program to further enhance faculty progress in scholarly activity. The

results of these recent reviews indicate a readiness, recognized both within and outside the Department, to develop a PhD program.

Because the Department of Physical Therapy already administers a Doctor of Physical Therapy program, the essential resources for establishing a PhD program already exist including administrative support and classroom facilities. The Department also has existing space dedicated to research including the Skeletal Muscle Exercise Research Facility (SMERF) and Motion Capture Core Facility. Thus, there would be no new administrative or space resources required.

The size of the faculty is a consideration in determining readiness. The Department currently has a total of eight faculty members (6 tenure-track faculty members and 2 full-time clinical-track faculty members) who are actively engaged in an ongoing research agenda. These faculty members also have established collaborative relationships with faculty members and research facilities in other departments, providing an enhanced diversity of opportunities for mentoring and access to research facilities. Faculty in the Department of Physical Therapy are actively collaborating with faculty from the Departments of Orthopedics, Internal Medicine, Neurology, and Physical Medicine & Rehabilitation from the School of Medicine, and from the School of Nursing and Center on Aging. In order to provide an appropriate amount of mentoring without overburdening faculty members, enrollment will be limited to no more than three new students per year until additional faculty members can be added. Anticipated is a minimal increase in budgetary expenditures resulting from costs associated with teaching additional courses and time for student mentoring. These expenses can be absorbed into existing faculty FTE and/or Department discretionary revenue.

## **Faculty**

The Department of Physical Therapy has six tenure-track faculty (1 full professor, 3 associate, 2 assistant), seven clinical-track faculty (2 associate, 3 assistant, 2 instructors), and 35 adjunct faculty. The faculty within the Department have a strong record of scholarship that has been steadily increasing over the past few years. In 2006 the Department's research was supported by 13 grants providing direct costs of just over \$200,000. Several members of the faculty have received institutional, regional, and national awards for their research efforts. The number of peer-reviewed publications from the faculty also has been steadily increasing. Faculty supporting the proposed program are listed in Appendix C.

## **Staff**

No additional professional staff would be needed to support the doctoral program in Rehabilitation Science. Because of the limited number of students to be admitted to the program, the existing staff will be able to provide support to the program.

## **Library and Information Resources**

Library resources contain biomedical journals and other textbooks and reference material related to biomedical sciences and Physical Therapy. The existing resources of the Eccles Health Sciences Library are adequate to support the proposed doctoral program.

## **Admission Requirements**

Applicants for admission to the proposed doctoral program in Rehabilitation Science must be admitted by the Graduate School and the Department of Physical Therapy. Applicants should have a strong interest in research, teaching, and service in a rehabilitation-related field. Applicants must have an earned bachelor's degree. A master's or clinical doctoral degree in an area related to the health sciences (MPT, DPT, MOT, OTD, AudD, MD) is desirable. Certainly, the exceptional student with a bachelor's degree and compelling clinical/research experience in health sciences will be considered. The following information must be submitted to the Graduate School:

1. Graduate Admissions Application
2. Official transcripts of undergraduate and graduate course work
3. For international students, a Test of English as a Foreign Language (TOEFL) score

The following information must be submitted to the Department of Physical Therapy:

1. A current curriculum vitae
2. Report of the Graduate Record Exam (verbal, quantitative, and analytical) taken within the past five years
3. A written statement (less than 1000 words) of research experience and interest, and long-term career goals
4. 3-5 letters of recommendation from individuals with knowledge of the applicant's potential for success in a doctoral program

Admission to the Doctoral Program in Rehabilitation Science will require:

1. Acceptance to the Graduate School at the University of Utah
2. A minimum grade point average of 3.0 in all college work
3. Availability of faculty mentor resources that match the student's research interests
4. TOEFL score of at least 550, if applicable

## **Student Advisement**

Upon admission into the proposed doctoral program, each student will be matched with a faculty advisor who will assist the student to develop a plan of study and will oversee the composition of a supervisory committee that will be identified after the student's first year. The supervisory committee must be approved by the faculty advisor, and will be responsible for providing additional advisement to the student throughout his or her course of study.

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

The total number of credit hours required by the doctoral program in Rehabilitation Science (minimum 66 credits) is consistent with other PhD programs at the University of Utah and in comparable programs in Rehabilitation Science offered at other institutions.

## **External Review and Accreditation**

The professional doctorate program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). However CAPTE does not accredit PhD programs. The program

proposal for the doctorate in Rehabilitation Science has been reviewed by the Dean of the College of Health and contributing faculty from other programs at the University of Utah.

### Projected Enrollment

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 1    | 3                 | 15           | 1:5                      | N/A                       |
| 2    | 6                 | 15           | 2:5                      | N/A                       |
| 3    | 9                 | 15           | 3:5                      | N/A                       |
| 4    | 10                | 15           | about 3:5                | N/A                       |
| 5    | 12                | 15           | 4:5                      | N/A                       |

### Expansion of Existing Program

INot applicable.

## Section III: Need

### Program Need

The Department of Physical Therapy at the University of Utah is located in the College of Health, which consists of seven departments and divisions. Currently, PhD degree programs are available within the Departments of Parks Recreation and Tourism, Health Promotion and Education, Communication Sciences and Disorders, and Exercise and Sports Science within the College of Health. Students within the Department of Physical Therapy, or those interested in developing scholarly expertise in area of Rehabilitation Science, presently do not have an option for PhD training in a program specifically designated to address the unique research perspective of a clinically-oriented discipline. The diverse expertise of faculty mentors within the Department of Physical Therapy in collaboration with supporting departments and divisions create an enriching environment for graduate studies to advance the frontiers of knowledge underlying the science of rehabilitation. The need for a doctoral program in Rehabilitation Science also fills a need specific to the Department of Physical Therapy and the U of U's College of Health. The Department of Physical Therapy has been hindered in the recruitment of highly qualified faculty members by the lack of a doctoral program specific to the needs of graduate students interested in research in the science and application of rehabilitation. The creation of a doctoral program in Rehabilitation Science will help the Department recruit and retain the most highly-qualified scholars in their fields. In addition, the Graduate Council, in a recent review of the program, recommended the Department consider development of a PhD program in order to advance the scholarship of the Department.

### Labor Market Demand

There continues to be a strong need for qualified faculty in education programs in healthcare disciplines such as Physical Therapy. Faculties across the country continue to seek highly qualified scholars and researchers who will become professional leaders. The national shortage of faculty in Physical Therapy will persist due to shortages in the work force creating higher salaries for clinical positions, and increasing

degree requirements for practicing clinicians. For example, the Department of Physical Therapy at the University of Utah recently changed its entry-level degree for physical therapists from a master's (MPT) to a clinical doctorate (DPT) degree. This follows a national trend in the profession which has increased the need for faculty members with higher terminal degrees. The proposed doctoral program in Rehabilitation Science is designed to prepare scholars to address the need for faculty created by a rapidly changing health care system.

### **Student Demand**

There has been no formal tracking of the inquiries that the Department of Physical Therapy has received regarding the availability of a doctoral program; however, faculty in the Division who are engaged in research activities have each been approached by several potential students expressing a desire to be mentored in the pursuit of a doctoral degree. Several of these potential doctoral students have been graduates of the DPT program who are interested in careers in teaching and research. In the past the Department has recommended the program in the Department of Exercise Science for these students, or they have chosen to enroll in programs at other institutions that were more suited to the pursuit of a PhD in the science of rehabilitation. Currently faculty in the Department of Physical Therapy are serving as co-chairs on the supervisory committees for four PhD students enrolled in the Department of Exercise Science. Each of these individuals has a background as a rehabilitation provider and would likely have selected to enroll in a PhD program in Rehabilitation Science had one been available at the University.

The expectation is that the proposed program would attract a sufficient number of high-quality applicants. The program would be the first of its kind in the Intermountain West. The most highly-regarded PhD programs in Rehabilitation Science include the Universities of Southern California, Delaware, Pittsburgh, Florida, and the University of Washington in St. Louis. Students interested in the degree and who wish to live or remain in the region would be attracted to the proposed program. The faculty at the University of Utah are recognized nationally for research excellence which would also make the program attractive to potential applicants.

### **Similar Programs**

There are no doctoral programs in Rehabilitation Science within the USHE. The nearest existing programs are located in California or in the Midwest. Existing programs that are similar in scope include: Texas Women's University, The Ohio State University, University of Buffalo, University of Delaware, University of Florida, University of Iowa, University of Kansas, University of Minnesota, University of Pittsburgh, University of Southern California, University of Washington, Washington University, St. Louis.

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

Not Applicable

### **Benefits**

A doctoral program in Rehabilitation Science would provide career opportunities for students who graduate from the University of Utah or elsewhere. The University would benefit by attracting additional high quality students into the College of Health and Department of Physical Therapy. The addition of these individuals to the Department of Physical Therapy will enhance the educational experience of DPT students as well.



The national reputation of the University of Utah would be enhanced as students graduate from the program and become productive researchers, teachers and professional leaders.

### **Consistency with Institutional Mission**

The doctoral program in Rehabilitation Science would be consistent with the University of Utah's mission to "educate the individual, and to discover, refine, and disseminate knowledge." The University of Utah is recognized nationally and internationally as a leader in education for the health sciences. Developing an opportunity to train leaders in the field of rehabilitation is consistent with the mission of the University and the academic mission of the programs in the Health Sciences. A doctoral program in Rehabilitation Science is also consistent with the mission of the Department of Physical Therapy to "Investigate, discover and transmit knowledge related to physical therapy."

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

### **Program Assessment**

This program is not subject to accreditation from a specific agency. As a graduate program at the University of Utah, the program will be subject to review by the Graduate Council. In addition, the Department of Physical Therapy will extend the program assessment procedures used to evaluate the DPT program to the PhD program in Rehabilitation Science. These procedures include:

1. Exit interviews – these interviews are held with every student just prior to their graduation, following completion of the dissertation defense. Students come to the interview having completed a survey form. Using the survey as the basis for discussion, the interviews consist of collecting further information about the students' impressions of the facilities, the faculty, and the program of study, along with their most positive experiences and those elements of the program they would like to change.

2. Graduate survey – Graduates are sent a 32 question survey about one year post-graduation. Graduates are asked to reflect on their preparedness for employment on a scale from strongly-agree to strongly-disagree.

The faculty of the Department of Physical Therapy will use these assessment tools to conduct an informal internal review of the program on a yearly basis. Because graduate information will not be available for the first few years of the program, the informal review will be conducted as a meeting of the involved faculty members.

### **Expected Standards of Performance**

Graduates of the Doctoral Program in Rehabilitation Science will have a specific area of expertise in Rehabilitation Science. The graduates will become researchers, scholars, teachers, thinkers, and planners in the demanding and changing field of Rehabilitation Science. The graduates will possess the skills necessary to become successful in a career as members of university faculties, or other research-related positions. The ability of the doctoral program to achieve these goals will be assessed from the program assessment procedures described above. The acquisition of these skills by an individual student will be assessed by the student's supervisory committee who will oversee the student's completion of the following requirements for graduation:

1. Successful completion of a minimum of 66 credit hours, comprising 18 credits from the research and statistics core, 14 credits in the student's area of emphasis, 4 credits of rehabilitation science seminar, 14 additional credits of independent study or electives, and 18 credits of doctoral dissertation research.
2. Successful completion of a Qualifying Examination, demonstrating competency in the domains of research and statistic, and the student's are of emphasis in rehabilitation science. The Qualifying Examination will be judged by the student's supervisory committee to ensure that the student is adequately prepared to accomplish his or her dissertation research.
3. Submission of a written dissertation and successful completion of the oral defense of the dissertation. The written and oral defense of the dissertation will be judged by the student's supervisory committee to ensure that the student possesses the skills necessary to conduct, present, and defend his or her research. After final approval of the dissertation by the supervisory committee, the student will have completed all requirements of the doctoral program.

#### Section V: Finance

| Financial Analysis Form   |         |          |          |          |          |
|---------------------------|---------|----------|----------|----------|----------|
|                           | Year 1  | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Students</b>           |         |          |          |          |          |
| Projected FTE Enrollment  | 4       | 8        | 10       | 11       | 11       |
| Cost Per FTE              | 20000   | 18000    | 17000    | 17000    | 17000    |
| Student/Faculty Ratio     | 15      | 25       | 35       | 35       | 45       |
| Projected Headcount       | 3       | 6        | 9        | 10       | 12       |
|                           |         |          |          |          |          |
| <b>Projected Tuition</b>  |         |          |          |          |          |
| Gross Tuition             | 12000   | 23000    | 26000    | 22000    | 24000    |
| Tuition to Program        | 7000    | 14000    | 16000    | 13000    | 15000    |
|                           |         |          |          |          |          |
| 5 Year Budget Projection  |         |          |          |          |          |
|                           | Year 1  | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Expense</b>            |         |          |          |          |          |
| Salaries & Wages          | 55000   | 102000   | 118000   | 130000   | 120000   |
| Benefits                  | 18700   | 35000    | 40000    | 45000    | 41000    |
| Total Personnel           |         |          |          |          |          |
| Current Expense           |         |          |          |          |          |
| Travel                    | 1300    | 1000     | 2000     | 2500     | 2500     |
| Capital                   | 5000    | 5000     | 7000     | 7500     | 7500     |
| Library Expense           |         |          |          |          |          |
| Total Expense             | \$80000 | \$143000 | \$167000 | \$185000 | \$171000 |
|                           |         |          |          |          |          |
| <b>Revenue</b>            |         |          |          |          |          |
| Legislative Appropriation |         |          |          |          |          |
| Grants & Contracts        | 100000  | 125000   | 155000   | 165000   | 170000   |
| Donations                 |         |          |          |          |          |
| Reallocation              |         |          |          |          |          |

|                    |          |          |          |          |          |
|--------------------|----------|----------|----------|----------|----------|
| Tuition to Program | 7000     | 14000    | 16000    | 13000    | 15000    |
| Fees               |          |          |          |          |          |
| Total Revenue      | \$107000 | \$139000 | \$171000 | \$178000 | \$185000 |
|                    |          |          |          |          |          |
| Difference         |          |          |          |          |          |
| Revenue-Expense    | \$27000  | \$-5000  | \$1000   | \$-9000  | \$14000  |

### Budget Comments

The costs associated with the implementation of the doctoral program in Rehabilitation Science would be those required for instruction of four new courses (total of 12 credit hours per year) needed for the program. It is anticipated that these courses would be taught by regular faculty members as part of their existing FTE status, or auxiliary faculty with appropriate expertise. The revenue from grants and contracts is associated with offsetting of salary and benefits of faculty. The expenses assume that there will be some additional expense burden per student as the program begins and that the cost per student FTE will decrease slightly as the program becomes established. As students progress in the PhD the number of credit hours they take will decrease as they finish their coursework and then begin their dissertation and research hours. There will be no additional costs associated with mentoring PhD students. The time required for mentoring can be absorbed into existing faculty FTE. There are no new costs required for space or equipment associated with this program.

### Funding Sources

Additional funding from the University for the credit hours generated by the doctoral program will help to offset costs associated with the program. Assuming an enrollment of three students who would take six credits of coursework each per year, the additional funding generated would be approximately \$2000 per year (18 credits at a differential tuition rate of \$108/credit hour). This is a conservative estimate and it is anticipated that the additional funding will grow in subsequent years as the program is able to take on additional enrollment. There are additional funds that are available through other departments that have students they will recommend for the proposed program.

### Reallocation

Not applicable.

### Impact on Existing Budgets

All of the proposed costs for the doctoral program in Rehabilitation Science will be absorbed into the existing budget of the Department of Physical Therapy. No other programs will be impacted. Funding increases due to increased credit hours will initially offset a portion of the additional costs. The majority of funds will be generated through grant acquisition.

## Appendix A: Program Curriculum

### All Program Courses

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences).

| Course Prefix & Number | Title                                                   | Credit Hours |
|------------------------|---------------------------------------------------------|--------------|
| Core Courses           | NURS 7201 - Statistics I                                | 4            |
|                        | NURS 7202 - Statistics II                               | 4            |
|                        | NURS 7001 - Descriptive Research Designs                | 3            |
|                        | NURS 7002 - Experimental and Correlational Design       | 3            |
|                        | New Course: Principles of Clinical Research I           | 3            |
|                        | New Course: Principles of Clinical Research II          | 3            |
|                        | New Course: Rehabilitation Science Seminar              | 1            |
|                        | <b>Sub-Total</b>                                        | <b>21</b>    |
| Elective Courses       | Elective courses based on emphasis:                     |              |
|                        | New Course - Principles of Evidence-Based Practice      | 3            |
|                        | FP MD 6100 - Intro to Biostatistics                     | 3            |
|                        | FP MD 6300 - Intro to Epidemiology                      | 3            |
|                        | FP MD 6105 - Adv Top in Epidemiology and Biostats       | 2            |
|                        | FP MD 63305 - Adv Methods of Epidemiologic Res          | 2            |
|                        | FP MD 6405 – Health Services Research                   | 2            |
|                        | GERON 6003 – Research Methods in Aging)                 | 3            |
|                        | MDCRC 6010 – Introduction to Epidemiology               | 2            |
|                        | MDCRC 6110 – Intermediate Epidemiology                  | 2            |
|                        | MDCRC 6120 - Cost-Effectiveness Analysis                | 1            |
|                        | MDCRC 6230 - Health Services Research                   | 2            |
|                        | New Course - Neuromuscular Adaptation to Rehabilitation | 3            |
|                        | ESS 6380 - Muscle Physiology                            | 3            |
|                        | BIOEN 6430 - Functioning of the Nervous System          | 4            |
|                        | BIOEN 6010 - Systemic Physiology II                     | 3            |
|                        | ESS 6300 - Advanced Exercise Physiology I               | 3            |
|                        | ESS 6310 - Advanced Exercise Physiology II              | 3            |
|                        | ESS 6320 - Exercise and Disease                         | 3            |
|                        | GERON 6001 – Introduction to Gerontology                | 3            |
|                        | GERON 6003 – Research Methods in Aging                  | 3            |
|                        | GERON 6604 – Physiology and Psychology of Aging         | 2            |
|                        | NUERSC 6040 - Cellular and Molecular Neuroscience       | 4            |
|                        | NUERSC 6245 - Cellular and Molecular Neuroscience Lab   | 2            |
|                        | <b>Sub-Total</b>                                        | <b>61</b>    |

| Course Prefix & Number        | Title                                                                                    | Credit Hours              |
|-------------------------------|------------------------------------------------------------------------------------------|---------------------------|
| Track/Options (if applicable) | Evidence-Based Practice in Rehabilitation<br>Neuromuscular Adaptations to Rehabilitation |                           |
|                               | <b>Sub-Total</b>                                                                         |                           |
|                               | <b>Total Number of Credits</b>                                                           | *** available (min 66 cr) |

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

List all new courses to be developed in the next five years by prefix, number, title, and credit hours (or credit equivalences). Use the following format:

The new course numbers are being finalized with the curriculum committee.

NEW COURSE: Principles of Clinical Research I (3 credits): The purpose of this course is to provide an overview of the general principles behind clinical research. The course will focus on such topics as models of disablement guiding clinical research, principles of hypothesis testing, concepts and issues in data collection and database management, protocol development, and research ethics.

NEW COURSE: Principles of Clinical Research II (3 credits): This course will cover methods in the design, conduct, and reporting of clinical research. The course content will cover various research designs including the relative advantages and limitations of each, and issues related to the statistical methods used in each design. Emphasis is placed on clinical research examining causation, natural history, diagnostic testing, and the evaluation of treatment efficacy.

NEW COURSE - Principles of Evidence-Based Practice (3 credits): The purpose of this course for this course is to introduce students to the principles related to evidenced-based practice in rehabilitation disciplines. The course content will cover principles for obtaining and evaluating the quality of published evidence. Additional emphasis will be placed on designing and evaluating the outcomes of translational research that seeks to integrate evidence into clinical practice.

NEW COURSE: Neuromuscular Performance and Adaptation to Rehabilitation (3 credits): This course examines the neuromuscular performance in a rehabilitation context. Emphasis is placed on the mechanisms required for functional activity, particularly in persons with disease or disability, and the role of rehabilitation interventions in maximizing function.

NEW COURSE: Rehabilitation Science Seminar (1 credit): This course is designed to provide students with an opportunity to critically review professional literature and discuss contemporary issues related to the science of rehabilitation.

## Appendix B: Program Schedule

The PhD program will be individualized for each student based on their choice of emphasis and elective courses. Sample curricular plans are provided below.

### SAMPLE PLAN OF STUDY – Evidence-Based Practice Emphasis

#### Semester #1 – Fall\_01

NURS 7201 Statistics I (4 credits)  
NEW COURSE Principles of Clinical Research I (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
FP MD 6100 Introduction to Biostatistics (3 credits)  
NEW COURSE Independent Study in Rehabilitation Science (2 credits)

#### Semester #2 – Spring\_01

NURS 7202 Statistics II (4 credits)  
NEW COURSE Principles of Clinical Research II (3 credits)  
FP MD 6300 Introduction to Epidemiology (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
NEW COURSE Principles of Evidence-Based Practice (3 credits)

#### Semester #3 – Summer\_01

NEW COURSE Independent Study in Rehabilitation Science (4 credits)

#### Semester #4 – Fall\_02

FP MD 6105 Advanced Topics in Epidemiology and Biostatistics (2 credits)  
NURS 7001 Descriptive Research Designs (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
MDCRC Cost-Effectiveness Analysis (2 credits)  
GER ON 6003 Research Methods in Aging (3 credits)

#### SEMESTER #5 – Spring\_02

NURS 7002 Experimental and Correlational Design (3 credits)  
FP MD 6305 Advanced Methods of Epidemiologic Research (2 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
FP MD 6405 Health Services Research (2 credits)  
NEW COURSE Independent Study in Rehabilitation Science (2 credits)  
COMPLETE PRELIMINARY COMPETENCY EXAMINATION

#### SEMESTER #6 – Summer\_02

NEW COURSE Independent Study in Rehabilitation Science (2 credits)  
NEW COURSE Dissertation Thesis Research (3 credits)

#### SEMESTER #7 – Fall\_03

NEW COURSE Dissertation Thesis Research (3 credits)  
MDCRC Clinical Research Ethics (1 credit)  
FP MD 6500 Introduction to Public Health (3 credits)

SEMESTER #8 – Spring\_03  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #9 – Summer\_03  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #10 – Fall\_04  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #11 – Spring\_04  
NEW COURSE Dissertation Thesis Research (3 credits)

|                                                                   |    |
|-------------------------------------------------------------------|----|
| TOTAL NUMBER OF CREDITS (minimum 66 required):                    | 76 |
| Research Design and Statistics Credits (minimum 18 required):     | 20 |
| Core Courses in Emphasis Area (minimum 14 required):              | 20 |
| Rehabilitation Science Seminar Credits (minimum 4 required):      | 4  |
| Electives, independent study, etc, credits (minimum 12 required): | 14 |
| Dissertation Credits (minimum 18 required):                       | 18 |

#### SAMPLE PLAN OF STUDY – Neuromuscular Adaptations Emphasis

Semester #1 – Fall\_01  
NURS 7201 Statistics I (4 credits)  
NEW COURSE Principles of Clinical Research I (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
ESS 6380 Muscle Physiology (3 credits)  
NEW COURSE Independent Study in Rehabilitation Science (2 credits)

Semester #2 – Spring\_01  
NURS 7202 Statistics II (4 credits)  
NEW COURSE Principles of Clinical Research II (3 credits)  
BIOENG 6010 Systemic Physiology (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
NEW COURSE Neuromuscular Performance and Adaptation to Rehabilitation (3 credits)

Semester #3 – Summer\_01  
NEW COURSE Independent Study in Rehabilitation Science (4 credits)

Semester #4 – Fall\_02  
BIOEN 6430 System Neuroscience (4 credits)  
NURS 7001 Descriptive Research Designs (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
ESS 6300 Advanced Exercise Physiology I (3 credits)  
GERON 6001 Introduction to Gerontology (3 credits)

SEMESTER #5 – Spring\_02

NURS 7002 Experimental and Correlational Design (3 credits)

ESS 6310 Advanced Exercise Physiology II (3 credits)

NEW COURSE Rehabilitation Science Seminar (1 credit)

ESS 6320 Exercise and Disease (3 credits)

NEW COURSE Independent Study in Rehabilitation Science (2 credits)

COMPLETE PRELIMINARY COMPETENCY EXAMINATION

SEMESTER #6 – Summer\_02

NEW COURSE Independent Study in Rehabilitation Science (2 credits)

NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #7 – Fall\_03

NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #8 – Spring\_03

NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #9 – Summer\_03

NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #10 – Fall\_04

NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #11 – Spring\_04

NEW COURSE Dissertation Thesis Research (3 credits)

|                                                                   |    |
|-------------------------------------------------------------------|----|
| TOTAL NUMBER OF CREDITS (minimum 66 required):                    | 80 |
| Research Design and Statistics Credits (minimum 18 required):     | 20 |
| Core Courses in Emphasis Area (minimum 14 required):              | 25 |
| Rehabilitation Science Seminar Credits (minimum 4 required):      | 4  |
| Electives, independent study, etc, credits (minimum 12 required): | 13 |
| Dissertation Credits (minimum 18 required):                       | 18 |



## Appendix C: Faculty

### Department of Physical Therapy Faculty

Lee Dibble, PhD, PT, ATC

K. Bo Foreman, PhD, PT

Julie M. Fritz, PhD, PT, ATC

Ed Gappmaier, PhD, PT

Paul LaStayo, PhD, PT, CHT

Robin L. Marcus, PhD, PT, OCS

Gina Maria Musolino, EdD, PT, MEd

Diane E. Nicholson, PhD, PT, NCS

R. Scott Ward, PhD, PT

### Adjunct Faculty and Collaborators

#### Department of Orthopedics

Robert Burks, MD, Assoc. Professor

Patrick Greis, MD, Asst. Professor

Christopher Peters, MD, Assoc. Professor

Charles Saltzman, MD, Professor and Chair

#### Division of Physical Medicine and Rehabilitation

Pamela Hansen, MD, Asst. Professor

Richard Kendall, DO, Asst. Professor

Stuart Willick, MD, Asst. Professor

#### Department of Neurology

John Rose, MD, Asst. Professor

John Steffens, MD, Asst. Professor

#### Department of Internal Medicine

Don McLain, MD, PhD, Professor and Chief, Division of Endocrinology and Metabolism

Mark Supiano, MD, Professor, Executive Director, University of Utah Center on Aging

#### School of Nursing

Susan Beck, PhD, RN, Assoc. Professor

Kathi Mooney, PhD, RN, Professor

Ginny Pepper, PhD, RN, Professor

#### Department of Mechanical Engineering

Staci Bamberg, PhD, Asst. Professor

December 5, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

The following have been submitted by Southern Utah University (SUU) for consideration by the Regents on the Consent Calendar of the Programs Committee.

***A. New Center: the Utah Center for Arts Administration (UCAA)***

**Request:** The College of Performing and Visual Arts (CPVA) requests authorization to establish the Utah Center for Arts Administration (UCAA). This center will serve as a resource for administrators of regional arts organizations by conducting applied research and providing training opportunities in a wide variety of areas. The expertise of the SUU and CPVA faculty and staff will be helpful to arts management professionals in developing and implementing more effective administrative and strategic practices into their various organizations. The UCAA will collaborate with the Utah Arts Council and existing arts organizations to increase the quality of management of arts organizations in the region and the state. The UCAA will also offer opportunities for faculty and second year graduate students in the SUU Arts Administration Program to engage in practical research, providing invaluable experience to them.

In addition, the UCAA will offer educational services to arts professionals focusing on areas such as Arts Marketing, Fundraising, Organizational Leadership, Board Relations, and Strategic Planning.

**Need:** There is a need for a central identifiable unit to provide training and research opportunities for arts organizations in Utah and the Southwest. This new center will help develop and implement training and professional advancement opportunities for working arts administrators; provide research support and data that otherwise would not be available or affordable to arts organizations; and provide a network for resources to solve problems and to assist other arts organizations facing similar challenges. If all functions as intended, it will also foster economic development in southern Utah for arts organizations by building capacity and expertise; help arts organizations become more financially stable; and help arts organizations develop strategic, operational, marketing, media and fundraising planning processes and plans.

It will develop state of the art consulting services for under-resourced arts organizations. The Center will be home for developing online courses in arts administration to promote distance learning opportunities for working professionals. A certificate program in Arts Administration will eventually be developed. The Center

will provide opportunities for SUU faculty to be involved in applied and interdisciplinary research and it will attract qualified applicants to the Arts Administration Program graduate program. Because of its purpose, it will be the ideal hub for students and employers to meet for internship and career placement.

**Institutional Impact:** The UCAA will be administered by the Master of Fine Arts in Arts Administration program in conjunction with the College of Performing and Visual Arts Dean's office. A faculty member from the MFA Arts Administration program will serve as the director of the Center with 15 percent reassignment time per semester. The Center Director will be overseen by the Dean and the Center's advisory committee, composed of academic and arts organization representatives from the region. The Center will be located in existing space in the Burch Mann House, which includes sufficient infrastructure to operate the Center. By providing projects for students in the participating departments, the Center will fulfill an academic need. The Center will enhance the educational opportunities for students and faculty and will help increase the enrollments in the college. It will become an asset to SUU and the Southwest Utah. This Center will be a defining element in identifying and illuminating the value of SUU to the constituent community.

**Finances:** The initial cost of the Center will be kept as low as possible in the startup phase. The five-year budget is designed to reduce the direct support from SUU as revenue comes in from workshop fees, from tuition generated through UCAA continuing education online courses, and from corporate sponsorships.

Existing resources and the current applied research focus of the Arts Administration Program will allow for immediate implementation of the Center. The marketing of the Center will be done through the existing website and through extensive email lists of arts administrators in Utah and the Southwest. The CPVA will also partner with the Utah Arts Council, the Utah Shakespearean Festival, the Egyptian Theatre, Plan-B Theatre, RDT Dance Company, and the Tuachan Performing Arts Center.

| <b>Costs for Utah Center for Arts Administration: Five Year Budget Plan</b> |                  |                  |                  |                  |                  |
|-----------------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Revenue</b>                                                              | <b>2008-09</b>   | <b>2009-10</b>   | <b>2010-11</b>   | <b>2011-12</b>   | <b>2012-13</b>   |
| Subsidy from CPVA Current Expense                                           | \$ 3,500         | \$ 3,500         | \$ 1,500         | \$ -             | \$ -             |
| Subsidy Program Director (15% of salary & benefits)                         | \$ 14,114        | \$ 14,537        | \$ 11,473        | \$ 4,485         | \$ -             |
| Subsidy Admin. Assist. (10% of salary & benefits)                           | \$ 1,512         | \$ 1,558         | \$ 1,604         | \$ -             | \$ -             |
| Tuition (CE online)                                                         | \$ -             | \$ 3,825         | \$ 8,200         | \$ 17,040        | \$ 22,150        |
| Fees                                                                        | \$ 1,650         | \$ 3,075         | \$ 3,000         | \$ 4,000         | \$ 5,000         |
| Sponsorship                                                                 | \$ -             | \$ -             | \$ 1,000         | \$ 1,500         | \$ 1,500         |
| Contributed Income                                                          | \$ -             | \$ -             | \$ 500           | \$ 750           | \$ 1,000         |
| <b>Income Subtotal</b>                                                      | <b>\$ 20,776</b> | <b>\$ 26,495</b> | <b>\$ 27,277</b> | <b>\$ 27,775</b> | <b>\$ 29,650</b> |
|                                                                             |                  |                  |                  |                  |                  |
| <b>Expenses</b>                                                             | <b>2008-09</b>   | <b>2009-10</b>   | <b>2010-11</b>   | <b>2011-12</b>   | <b>2012-13</b>   |
| Program Director (15% of salary & benefits)                                 | \$ 14,114        | \$ 14,537        | \$ 14,973        | \$ 15,422        | \$ 15,885        |
| Admin. Assist. (10% of salary & benefits)                                   | \$ 1,512         | \$ 1,558         | \$ 1,604         | \$ 1,652         | \$ 1,702         |
| Adjunct or Overloads                                                        | \$ 900           | \$ 5,400         | \$ 5,400         | \$ 5,400         | \$ 5,400         |
| Student Wages                                                               | \$ 1,250         | \$ 1,500         | \$ 1,500         | \$ 1,500         | \$ 1,650         |
| Current Expense                                                             | \$ 1,500         | \$ 1,750         | \$ 2,000         | \$ 2,000         | \$ 2,250         |
| Capital                                                                     | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             |
| Travel                                                                      | \$ 1,500         | \$ 1,750         | \$ 1,800         | \$ 1,800         | \$ 1,800         |
| <b>Subtotal</b>                                                             | <b>\$ 20,776</b> | <b>\$ 26,495</b> | <b>\$ 27,278</b> | <b>\$ 27,775</b> | <b>\$ 28,687</b> |
| <b>Difference (Net)</b>                                                     | <b>\$ -</b>      | <b>\$ -</b>      | <b>\$ (0)</b>    | <b>\$ 0</b>      | <b>\$ 963</b>    |

Year one plans include four workshops by July 2009. As the Center gets more established, workshops will be offered offsite and more extensive summer programming will run during the Utah Shakespearean

Festival. By year three, the subsidy from CPVA and for the program director salary and benefits will be reduced as more revenue comes in from fees and online course tuition. By year four, the subsidy from CPVA will be eliminated, as will the subsidy for the administrative assistant salary. The director's salary and benefit subsidy will be further reduced. By year five, the UCAA will be generating sufficient revenue to eliminate subsidies and to cover the director and administrative assistant salaries and benefits.

During year one, online course content for two courses will be developed. These courses will be offered through continuing education and will not count toward a degree. In years three and four, additional online content will be developed. The goal is that by year four the UCAA can begin to regularly offer one or two courses online each semester that will allow students to attain a Certificate of Arts Administration. The goal of the UCAA is to annually enroll 25 students in distance education courses. The budget assumes a four percent increase in tuition and inflation increases of three percent for salary and benefits.

### ***B. New Certificate: Speech Writing***

**Request:** The SUU Communication Department proposes to offer an academic certification program that prepares students for the formal process of researching, developing, writing, and presenting speeches. The certificate program, "Speech Writing Certificate" (SWC), would begin spring 2009. A student can be awarded the certificate upon completion of 21 credit hours of specific communication coursework.

The purpose of the SWC is to increase the number of individuals qualified and skilled in preparing public speeches for government, corporate, non-profit, entertainment and civic purposes. Students will develop rhetorical critique skills by evaluating exemplar presentations from political, civic, religious, entertainment, and business leaders and by practicing speech composition and preparation. Possible career applications include communication (public relations, media, advertising, etc.); politics; law; ministry; business; education; management; consulting; recruiting; training; and other public speaking-oriented activities.

To earn the SWC, students must complete 21 credits of specific coursework either as a communication major, a communication minor, or as separate coursework complementing another major. The specific existing courses are: Introduction to Communication; Thinking and Listening Critically; Advanced Public Speaking; Persuasion; Political Communication; Speech Composition; and Internship. The internship must either be at the SUU Public Speaking Center or in an approved speech/writing situation.

**Need:** Informal interaction with professionals has indicated a lack of qualified or interested speech writers. Also, students are asked to perform an increasing number of public presentations for various courses. The certificate would provide a focused program in the preparation, writing, and delivery of speeches for many occasions. While the technological advances in society indicate there are many alternative ways to communicate, the time-tested ability of communicating effectively in person is still a very important skill in society, in politics, in business, and in our personal lives.

The following speech writer skills, identified by salarywiz.com, will complement many SUU majors: "Prepares and/or writes speeches, briefings, and other.... Plans and edits in-house communications.... May be responsible for editorials, press releases or articles.... Familiar with a variety of the field's concepts, practices, and procedures.... A wide degree of creativity and latitude is expected."

Salarywiz.com also indicates the median expected salary for a typical speech writer in the U.S. is \$72,613. While the "Occupational Handbook" does not identify "speech writer" as an individual category, the site,

<http://www.bls.gov/oco/ocos089.htm>, reports that demand for writers and editors will be at or above the average for all occupations.

Introduction to Communication offers basic speech instruction along with the theory and practice of human communication skills. In 2002, it was moved from the general education core to the social science menu; thus fewer students were required to take the course. It is believed the absence of a basic speech course and an absence of emphasis on excellence in speech has left a serious vacuum wherein students and faculty now grapple for help in preparing and delivering public speeches and presentations. Presentations are becoming more and more common in all classes. SUU should provide as much assistance and guidance as possible in the highly desired job and life skill of public speaking and presentation.

Communication majors and minors will be able to earn the certificate while completing their requirements for those degrees. Students can declare certificate-seeking status with the SUU Registrar's office along with their major declaration. Students must file application for the certificate with the Communication office manager and the SUU Registrar's Office when the required coursework is completed.

**Institutional Impact:** The SUU Communication Department currently offers a BA, BS, and minor in Communication, and an MA in Professional Communication. Without negatively affecting existing offerings, the same administrative structure of the Communication Department will be utilized to manage and support the certificate. Existing faculty will cover courses for the SWC requirements. The Communication office manager will manage the advising and record keeping. A part-time adjunct faculty/staff person will be selected to direct the Public Speaking Center and will oversee the academic needs of the SWC.

All existing faculty are qualified and experienced to oversee and teach courses in the certificate program. Of the 11 full-time professors, 9 have PhDs, 1 has an EdD and the other has an MA. Several faculty have collegiate forensics or speech and debate coaching experience while several others have collegiate and high school competitive forensic experience. Assistants in the program will come from existing graduate teaching assistants. As the program grows, additional graduate teaching assistants may be involved in the instruction and development of the certificate offerings.

The proposed certificate program is an expansion of the existing major, minor and MA offered by the Communication Department. But it will be available to all students along with their major or minor. The certificate should provide a service to other related majors that utilize effective public speaking. The number of projected students is difficult to predict. But because the structure is in place through current classes, the projected numbers listed should be able to be handled in the classes.

The SWC will be offered with existing courses. However, as availability and need arises, the following course may be proposed to curriculum committees: Speech Composition – theoretical examination of the process of communication, the role of speech in self-development, the nature of meaning and the art of persuasion. It will provide practice in selecting topics, analyzing audiences, organizing content, improving delivery and critiquing speeches via presentation of informative and persuasive speeches.

The certification program should not have an impact on other USHE institutions.

**Finances:** The SWC will be supported through minimal internal reallocation involving a request for one faculty member to have a quarter-time release to oversee the certificate along with a companion request for

a "Public Speaking Center." A qualified faculty member would be designated to manage both the certificate and the center. The Communication Department office manager will assist with record keeping.

| <b>Costs for Speech Certificate Program: Five Year Budget Plan</b> |                 |                 |                 |                 |                 |
|--------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Students</b>                                                    | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
| Projected FTE Enrollment                                           | 10              | 10              | 15              | 15              | 20              |
| Cost per FTE                                                       | \$1,005         | \$1,215         | \$1,033         | \$1,033         | \$880           |
| Student/Faculty Ratio*                                             | 40              | 30              | 36              | 36              | 40              |
| Projected Headcount                                                | 15              | 15              | 22              | 22              | 30              |
| <b>Projected Tuition</b>                                           | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
| Gross Tuition                                                      | \$35,020        | \$35,020        | \$52,530        | \$52,530        | \$70,040        |
| Tuition to Program**                                               | \$10,506        | \$10,506        | \$15,759        | \$15,759        | \$21,002        |
|                                                                    |                 |                 |                 |                 |                 |
| <b>Expense</b>                                                     | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
| Salaries & Wages***                                                | \$6,300         | \$8,400         | \$10,500        | \$10,500        | \$12,600        |
| Benefits                                                           | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Total Personnel                                                    | \$6,300         | \$8,400         | \$10,500        | \$10,500        | \$12,600        |
| Current Expense                                                    | \$1,000         | \$1,000         | \$1,500         | \$1,500         | \$1,500         |
| Travel                                                             | \$750           | \$750           | \$1,000         | \$1,000         | \$1,000         |
| Capital                                                            | \$1,500         | \$1,500         | \$2,000         | \$2,000         | \$2,000         |
| Library Expense                                                    | \$500           | \$500           | \$500           | \$500           | \$500           |
| <b>Total Expense</b>                                               | <b>\$10,050</b> | <b>\$12,150</b> | <b>\$15,500</b> | <b>\$15,500</b> | <b>\$17,600</b> |
|                                                                    |                 |                 |                 |                 |                 |
| <b>Revenue</b>                                                     | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
| Legislative Appropriation                                          | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Grants                                                             | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Reallocation                                                       | \$ -            | \$1,644         | \$ -            | \$ -            | \$ -            |
| Tuition to Program                                                 | \$10,506        | \$10,506        | \$15,759        | \$15,759        | \$21,012        |
| Fees                                                               | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| <b>Total Revenue</b>                                               | <b>\$10,506</b> | <b>\$12,150</b> | <b>\$15,759</b> | <b>\$15,759</b> | <b>\$21,012</b> |
| <b>Total Difference</b>                                            | <b>\$456</b>    | <b>\$0</b>      | <b>\$259</b>    | <b>\$259</b>    | <b>\$3,412</b>  |

\*Ratio based on 0.25 FTE adjunct administrator to oversee program for year one; 0.33 for year two; 0.42 for years three and four; and 0.50 for year five. \*\*Tuition estimates based on 30% of undergraduate resident tuition of \$3,502. \*\*\*Compensation for adjunct director to manage Speech Certificate Program. No additional faculty expenses will be incurred.

### ***C. "New" Education Endorsements: Gifted and Talented Education, Elementary Mathematics, and Educational Technology***

**Request:** This request is to appropriately recognize three endorsement areas currently offered in the Beverly Taylor Sorenson College of Education and Human Development so that Southern Utah University can continue to offer these endorsements being in full compliance to Regent policy. The three endorsement areas are 1) Gifted and Talented Education (15 credit hours); 2) Elementary Mathematics (18 credit hours); and 3) Educational Technology (18 credit hours). These endorsements may not have been submitted through the appropriate R401 process due to misunderstanding, misinterpretation of policy, or due to leadership changes in both the college and university.

The courses for these endorsement areas have been approved through the SUU Curriculum Committee Process and have been included in the University catalog for several years (some date back to 2003 when the college was awarded its NCATE accreditation). Syllabi for each of the courses in these three programs are available upon request.

**Need:** The Beverley Taylor Sorenson College of Education and Human Development, in collaboration with the Utah State Office of Education and school districts throughout the state, offers a variety of courses to public school teachers that enable them to qualify for state-approved endorsements such as ESL, reading, and those mentioned above.

These endorsement areas are in high demand across the state since the implementation of “No Child Left Behind” national legislation. Currently the college is working with 12 school districts in providing a variety of endorsement courses and programs in conjunction with its Master’s of Education Cohort Program. These endorsement areas not only provide teachers with the knowledge, skills, and dispositions that enable them to become more proficient and better in what they teach, but data indicate that students who receive instruction from these “highly trained” teachers do better on state assessments.

**Institutional Impact:** The formal approval by the Board of Regents for SUU to offer these endorsement areas will enhance the College of Education and Human Development’s ability to be responsive to the needs of school districts and teachers. Requests are high and enrollments will increase. However, since nearly all of these endorsement areas are taught in the school district requesting them, using qualified adjunct instructors, and following college guidelines, no detrimental effect will be seen by departments.

All existing departmental and college procedures for the administration of these endorsements are in place. The formal recognition of these three endorsement areas will not affect administrative, staff, or faculty positions. There will be no impact on SUU physical facilities. All infrastructure is in place for the facilitation of these endorsement areas between the College of Education and Human Development, SUU’s School of Continuing and Professional Studies (SCPS), the State Office of Education, and requesting school districts.

**Finances:** Since endorsement courses and programs are typically facilitated through SUU’s School of Continuing and Professional Studies, any expense relating to the registration of courses or programs are born by the individual teacher or school district. Delivery costs of endorsement programs are born by the school district requesting them. Adding Master of Education cohorts is the only way in which the college or department may have increased expense. Still, existing formulas for tuition and fees for these cohorts typically cover expenses. If exponential growth does occur, which is not anticipated, modification of funding formulas may be merited. There will be no budgetary impact on any other SUU programs or courses.

### Recommendation

The Commissioner recommends approval of all items on the Program’s Consent Calendar as noted.

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William A. Sederburg  
Commissioner of Higher Education

WAS/AMH

December 5, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

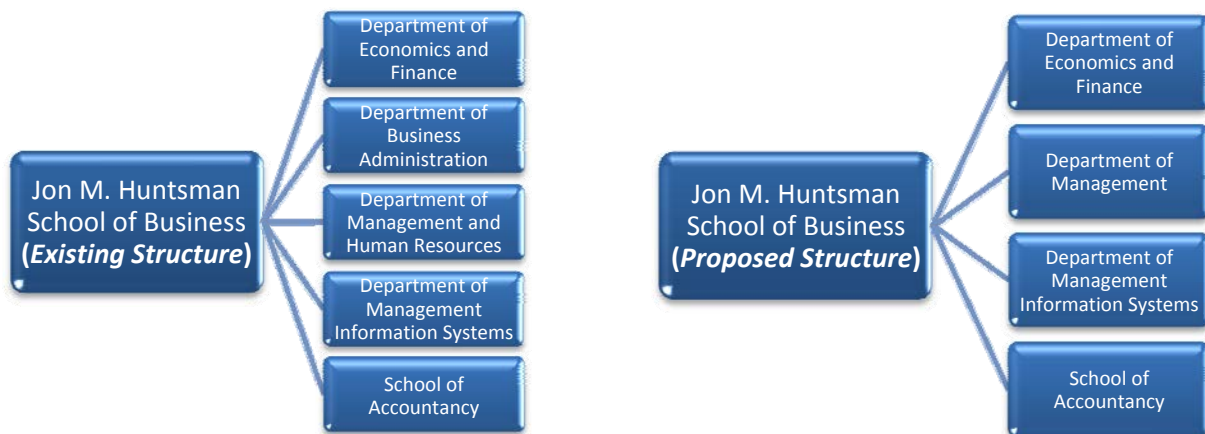
The following have been submitted for consideration by the Regents on the Information Calendar of the Programs Committee.

**A. Utah State University –**

**i. Reconfigure: Jon M. Huntsman School of Business**

**Request:** The Jon M. Huntsman School of Business at Utah State University (USU) requests authorization to restructure departments within the school, effective Spring Semester 2009. This proposal was approved by the USU Board of Trustees on October 17, 2008.

Specifically, this proposal recommends that the Department of Business Administration be dissolved and the faculty currently assigned to this department be reassigned as follows (see illustrations): (1) the finance faculty will be consolidated with the economics faculty in the Department of Economics and Finance; (2) the marketing and operations management faculty will be consolidated in the existing Department of Management and Human Resources and the unit will be renamed the Department of Management.





**Need:** The proposed structure is designed to strengthen the mission-based focus and operational effectiveness of the Huntsman School of Business. An earlier proposal, approved by the Board of Regents on July 11, 2008, dissolved the Department of Economics and formed the Department of Economics and Finance in the Huntsman School of Business and the Department of Applied Economics in the College of Agriculture. Having formed the Department of Economics and Finance, the present initiative proposes grouping the finance faculty with the economics faculty in the Department of Economics and Finance. This initiative, coupled with others in the Huntsman School of Business, represents a concerted effort to strengthen the quantitative and analytical training of students.

Consolidation of the marketing and operations management faculty with the faculty of management and human resources represents an integration of disciplines associated with business operations. The consolidated department will be renamed the Department of Management. In addition to facilitating modest efficiencies (reduction of one department head), it is envisioned that this restructuring will break down artificial barriers between academic sub-specializations and facilitate school-wide teaching and research initiatives related to entrepreneurship, global vision, ethical leadership, and operational excellence.

The decision to propose these restructuring initiatives has been reached after significant discussion with the affected faculty. Between April and May of 2008, meetings were held collectively with the faculty of the Department of Business Administration and individually with the faculty of finance, operations and marketing. Meetings were held with the faculty of the Department of Management and Human Resources to discuss implications with that department. Integrative meetings were held with the faculty that would comprise the newly aligned Department of Management. Numerous one-on-one meetings were held with individual faculty members to discuss questions and concerns regarding the restructuring proposal. Finally, faculty were invited to discuss any concerns during departmental fall start-up meetings.

**Institutional Impact:** The proposed restructuring is primarily administrative in nature; as such it is not anticipated to negatively impact student enrollments. Indeed, special care is being taken to ensure that the proposed transitions occur in such a way as to have minimal impact upon students or programs. The following table demonstrates the proposed departmental realignment of academic degree programs formerly associated with the Department of Business Administration.

| Realignment of Programs Previously Housed in the Department of Business Administration |                                                                                                                                                                |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Department of Economics and Finance                                                    | Department of Management                                                                                                                                       |
| Finance (BS/BA/minor)                                                                  | Business Administration (BS/BA/minor)<br>International Business Administration (BS/BA/minor)<br>Marketing (BS/BA/minor)<br>Operations Management (BS/BA/minor) |

The net institutional effect is the dissolution of one department, the Department of Business Administration. Faculty associated with this department will be distributed to two departments, the Department of Economics and Finance and the Department of Management and Human Resources. The name of the Department of Management and Human Resources will be changed to the Department of Management, reflective of the broader array of faculty disciplines represented within the department.

No new physical facilities or equipment will be required: faculty will remain in their existing offices. Over time as a new building is built, faculty offices will be realigned in closer proximity to their respective

departmental offices. The number of faculty and professional staff will not decline. However, assigned roles of individual staff members may change.

**Finances:** No additional costs are anticipated. The budget presently allocated to the Business Administration Department will be reallocated in a manner to equitably support the faculty and academic programs transferred to other departmental units.

ii. ***Name Change: Information Systems Emphasis from Software Development Emphasis***

**Request:** The Department of Computer Science at Utah State University (USU) requests a name change of the BS emphasis in Information Systems to an emphasis in Software Development, effective Fall Semester 2009. This request was approved by the USU Board of Trustees on October 17, 2008.

**Need:** The Department of Computer Science at USU currently offers four accredited emphases under the Bachelor of Science (BS) degree: Science, Digital Systems, Information Systems, and Bioinformatics. These emphases are accredited by the Accrediting Board for Engineering and Technology (ABET), and received a six year accreditation in 2007. Also, in 2007, ABET added a new BS degree accreditation track under the title Information Systems. The requirements for this degree are not the same as those for a computer science degree. Therefore, in the next accreditation cycle, USU's Information Systems emphasis in the Department of Computer Science could not receive accreditation under the same name as the new ABET degree. It is therefore proposed that the name of this emphasis be changed to Software Development. In addition to meeting accreditation requirements, this name change will better reflect the course curriculum, and the career opportunities available to graduates of this degree.

**Institutional Impact:** No institutional impact is anticipated from this name change, i.e. enrollments will not be affected in Computer Science or any other department; administrative structures will not be changed; and no new faculty, physical facilities, or equipment will be needed.

**Finances:** No additional finances will be required for this emphasis name change.

B. ***Utah Valley University***

i. ***Name Change: Interdisciplinary Studies Program from Committee on Interdisciplinary Studies***

**Request:** The University College at Utah Valley University (UVU) requests a unit name change from the Committee on Interdisciplinary Studies (COIS) to the Interdisciplinary Studies Program (IDST), effective spring 2009. The nine minors currently administered within COIS will stay with the Interdisciplinary Studies Program. These include American Indian Studies, American Studies, Cinema Studies, Classical Studies, Deaf Studies, Environmental Studies, Gender Studies, Peace and Justice Studies, and Religious Studies.

**Need:** The IDST seeks to communicate more effectively its unique role within the newly structured University College at UVU as well as with internal and external communities. Interdisciplinary studies programs exist at many institutions. Various configurations exist, but the name signifies opportunity for students to engage in rich and varied study and research that addresses complex problems by drawing on multiple disciplinary tools. IDST is the most common abbreviation for interdisciplinary studies programs at

academic, non-governmental, and other organizations. Institutions whose structures include similar IDSTs include the Virginia Tech, the University of British Columbia, Eastern Washington University, the University of Texas at Arlington, Appalachian State University, and Monmouth University, among many others.

The institution's transition to a university, the School of General Academics' adoption of a nationally recognized classification ("University College"), and the change from Committee on Interdisciplinary Studies to the designation Interdisciplinary Studies Program all serve as an additional and significant indicator of the new university role. In addition, the name change creates a parallel structure to the Integrated Studies Program, a program which serves a similar student demographic and offers associate and bachelor's degrees. The Integrated Studies Program is also housed in the University College.

**Institutional Impact:** As integrated efforts are being implemented across UVU to provide positive experiences for students, the proposed renaming clarifies the mission of the Interdisciplinary Studies Program with the University College. No new structures will be required with the name change.

**Finances:** Since the proposed change is chiefly a name change, there are no associated costs. This proposal is directed at more effectively communicating the mission of Interdisciplinary Studies at UVU.

## ***ii. New Integrated Studies Emphasis: American Studies***

**Request:** Integrated Studies (IS) and Interdisciplinary Studies (IDST—as approved in this Information Calendar) request the inclusion of an American Studies emphasis in the Integrated Studies BA/BS program at Utah Valley University (UVU). This emphasis will increase options for students and support the IS degree as well as the American Studies program in the IDST. The curriculum for the American Studies emphasis in IS has been approved by the UVU curriculum process. The American Studies emphasis requires 18 credit hours. Students must complete nine core credits and nine advisor-approved elective credits.

**Need:** American Studies responds to the increasing interest among the student population regarding what it means to be "American." American Studies will increase students' critical thinking skills; it will better prepare students to function as engaged citizens, and it will encourage students to challenge the cultural myths and assumptions that often restrictively construct civil debates. These particular kinds of knowledge and skills closely parallel the knowledge and skills employers demand most. An Integrated Studies emphasis in American Studies will foster interdisciplinary study within the university community.

**Institutional Impact:** UVU is prepared to host the American Studies emphasis with minimal impact on existing administrative structures. As an IS emphasis, American Studies will be housed within Interdisciplinary Studies, which will fully support the program. All of the courses and faculty necessary to run the program are in place. Approval has been granted by every department in which a course suitable for the American Studies emphasis will be taught. As such, no additional courses, faculty, funds, physical facilities, or equipment are needed to implement this emphasis.

The results will be positive regarding the quality of education at UVU. The success of forums and conferences associated with issues relevant to American Studies, as well as enrollment in existing American Studies courses, indicate that the campus is prepared and enthusiastic for the emphasis.

IDST and IS will also be positively impacted. The courses in the American Studies emphasis will draw students participating in other Interdisciplinary and Integrated Studies programs, thus increasing attendance, particularly in upper-level courses.

**Finances:** As the American Studies emphasis requires no new curriculum, personnel, or facilities, and as Interdisciplinary Studies is already functioning as the de facto unit for interdisciplinary emphases and minors, no additional finances are needed to realize this emphasis.

### *iii. New Integrated Studies Emphasis: Cinema Studies*

**Request:** Integrated Studies (IS) and Interdisciplinary Studies (IDST—as approved in this Information Calendar) request the inclusion of a Cinema Studies emphasis in the Integrated Studies program at Utah Valley University (UVU). The curriculum for the Cinema Studies emphasis in IS has been through the UVU curriculum approval process. The Cinema Studies emphasis requires 18 credit hours. Students must complete nine core credits and nine advisor-approved elective credits, six of which must be upper-division.

**Need:** Cinema Studies responds to the increasing interest among the student population in the aesthetics, theory, history, and reception of film. A recent student survey (fall 2006) shows 228 out of 268 students felt UVU should have a cinema studies minor. In addition, 168 of the students surveyed would enroll, consider enrolling, or take classes associated with the minor. An Integrated Studies emphasis in Cinema Studies will foster interdisciplinary study within the university community and provide an important avenue for students interested in cinema studies within the Integrated Studies degree program. This emphasis will increase options for students and support the IS degree as well as the Cinema Studies minor already in IDST.

**Institutional Impact:** UVU is prepared to host the Cinema Studies emphasis with minimal impact on existing administrative structures. As an IS emphasis, Cinema Studies will be housed within Interdisciplinary Studies which fully supports the program. All of the courses and faculty necessary to run the program are in place. Approval has been granted by every department in which a course suitable for the Cinema Studies emphasis will be taught. As such, no additional courses, faculty, funds, physical facilities, or equipment are needed to implement this emphasis.

The results will be positive regarding the quality of education at UVU. The campus film programs including Reel Film's International and Cult film series, the Cinema Studies student club, and the enrollment in existing cinema courses, indicates the campus is prepared and enthusiastic about Cinema Studies.

IDST and IS will also be positively impacted. The courses in the Cinema Studies emphasis will draw students participating in other Interdisciplinary and Integrated Studies programs, thus increasing attendance, particularly in upper-level courses.

**Finances:** As the Cinema Studies emphasis requires no new curriculum, personnel or facilities, and as Interdisciplinary Studies is already functioning as the de facto unit for interdisciplinary emphases and minors, no additional finances are needed to realize this emphasis.

### *iv. New Integrated Studies Emphasis: Classical Studies*

**Request:** Integrated Studies (IS) and Interdisciplinary Studies (IDST—as approved in this Information Calendar) request the inclusion of a Classical Studies emphasis in the Integrated Studies program at Utah

Valley University (UVU). The curriculum for the Classical Studies emphasis in IS has been through the UVU curriculum approval process. The Classical Studies emphasis requires 18 credit hours. Students must complete nine core credits and nine advisor-approved elective credits.

**Need:** The Classical Studies emphasis is designed to respond to the increasing student interest in Ancient Greek and Roman history, literature and civilization, to support student interest in Biblical and religious studies focusing on the Classical era, and to foster interdisciplinary study within the university community. This emphasis will increase options for students and support the IS degree as well as Classical Studies minor already in the IDST.

**Institutional Impact:** UVU is prepared to host the Classical Studies emphasis with minimal impact on existing administrative structures. As an IS emphasis, Classical Studies will be housed within Interdisciplinary Studies which fully supports the program. All of the courses and faculty necessary to run the program are in place. Approval has been granted by every department in which a course suitable for the Classical Studies emphasis will be taught. As such, no additional courses, faculty, funds, physical facilities, or equipment are needed to implement this emphasis.

The results will be positive regarding the quality of education at UVU. It will be particularly useful for Honors students and for all students seeking careers that are informed by a sophisticated understanding of ancient culture, such as: law, political science, art, architecture, history, medicine, drama, literature, teaching, humanities, business, linguistics, anthropology, religion, archeology, psychology, philosophy, as well as graduate studies in many of the aforementioned fields.

IDST and IS will also be positively impacted. The courses in the Classical Studies emphasis will draw students participating in other Interdisciplinary and Integrated Studies programs, thus increasing attendance, particularly in upper-level courses.

**Finances:** As the Classical Studies emphasis requires no new curriculum, personnel or facilities, and as Interdisciplinary Studies is already functioning as the de facto unit for interdisciplinary emphases and minors, no additional finances are needed to realize this emphasis.

#### Recommendation

The Commissioner recommends the Regents review the items on the Program's Information Calendar. No action is required.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/AMH

November 26, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University/College of Eastern Utah - Consultants' Final Report -Information Item.

Issue

During the 2008 Utah Legislature, the Utah State Board of Regents were given a charge to study “. . . greater collaboration . . . including consideration of partnerships, alliances, or a merger” between Utah State University and the College of Eastern Utah.

Background

The Interim Commissioner of Higher Education, the Chair of the Utah State Board of Regents, the President of Utah State University, the Interim-President of the College of Eastern Utah, and two researchers from the system of higher education in Utah discussed various ways of completing the assigned study. After considering two study options—an outside independent study and a facilitated study—this group determined a facilitated study utilizing three consultants would be most appropriate. Three educators with understanding of Utah’s systems of higher education, applied technology education, and public education were selected to complete the study. The three consultants were Dr. Gary L. Carlston, Dr. Steven O. Laing, Utah State University and Dr. David J. Sperry, University of Utah.

Twenty-three study teams were organized and met at the office of the Commissioner for an orientation to their tasks, and then divided into individual teams. Each team was given certain issues to investigate.

After receiving reports from study team participants from their respective institutions, the presidents of CEU and USU recommended that future discussion be placed on hold. Given this development, the study consultants identified three possible options for completing the study. Those options are detailed in the attached report. The study consultants have offered observations regarding the outcome of the

study. These observations were based on the consultant's interviews and their own thoughts as they facilitated the study.

Commissioner Sederburg asked both Presidents to respond to the three options, and they choose Option 3, which recommended that the study be concluded at its present status.

The consultants expressed their genuine appreciation to President Albrecht, Interim President King, Interim Commissioner David Buhler, Utah State Board of Regents Chair Jed Pitcher, and Commissioner William Sederburg for their support and guidance through this study process.

#### Recommendation

This is an information item and requires no action.

---

William A. Sederburg, Commissioner

WAS/GW  
Attachment

Utah State University and the College of Eastern Utah  
Partnership and Alliance  
A Legislature Required Study

Prepared for the Utah State Board of Regents  
November 18, 2008

Dr. Gary L. Carlston, Utah State University  
Dr. Steven O. Laing, Utah State University  
Dr. David J. Sperry, University of Utah





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## **Executive summary**

### The Charge

The 2008 Utah Legislature directed the Utah State Board of Regents to study “. . . greater collaboration . . . including consideration of partnerships, alliances, or a merger” between Utah State University and the College of Eastern Utah. (H.B. 3 lines 839-851)

### The Plan

In response to the legislative direction, the Interim Commissioner of Higher Education, the Chair of the Utah State Board of Regents, the President of Utah State University, the Interim-President of the College of Eastern Utah, and two researchers from the system of higher education in Utah discussed various ways of completing the assigned study. After considering two study options—an outside independent study and a facilitated study—this group determined a facilitated study utilizing three consultants would be most appropriate. The consultants, working with individuals with interest in the two institutions, would develop a list of important issues that would need to be considered, consider those issues, and develop a possible model for merging CEU with USU. The plan organizers anticipated the model then being offered to the employees, students, and communities of both USU and CEU for public comment, scrutiny, criticism, and suggestion. The plan organizers tasked the study consultants with refining the basic outline of the plan into a workable facilitated study.

### The Study Consultants

Three educators with understanding of Utah’s systems of higher education, applied technology education, and public education were selected. The three consultants were Dr. Gary L. Carlston, Dr. Steven O. Laing, Utah State University and Dr. David J. Sperry, University of Utah.

### The Study Methodology

The study consultants, in concert with the Interim Commissioner of Higher Education, the Chair of the Utah State Board of Regents, the President of Utah State University, and the Interim-President of the College of Eastern Utah designed the specific steps to accomplish the basic study plan, facilitate the various and essential meetings of institutional personnel and concerned citizens of the two higher educational institutions, and generate a possible model for merging CEU and USU from the data and informed input gleaned. Specifically, the study consisted of three steps or phases.

#### Phase 1 - Issue identification. (July 3 – July 31, 2008)

Persons identified by the leadership from Utah State University and the College of Eastern Utah were interviewed by the study consultants to help identify the primary issues that should be examined to create a model for a potential merger of the two institutions, or enhanced partnership between USU and CEU.

#### Phase 2 - Study teams facilitated by the study consultants. (August 11, 2008)

Teams comprised of knowledgeable and empowered individuals appointed by the leadership of USU and CEU met to address the potential merger issues

identified in Phase 1. The study teams were to discuss the ideas for a potential merger of USU and CEU. It was intended that the elements of the model provide a conceptual framework for a potential merger, but not be construed or interpreted as creating a specific agreement.

Phase 3 - Public input and comment. (September 15 -- October 10, 2008)

Community members and employees at USU and CEU were to be provided opportunity to respond to the ideas and model developed by the study teams.

### The Results and Conclusions

The study consultants interviewed 58 individuals in Phase 1 of the study; 10 persons identified by USU and 48 persons identified by CEU. The interviewees were representative of administration, faculty, staff, students, boards of trustees, city and county elected officials, state agencies such as Workforce Services, legislators, and community residents and business owners. From these interviews the study consultants identified forty-seven (47) issues and grouped the same into four general areas: mission, governance and community; finance; faculty and employee; and educational program and students. The consultants recommended the formation of four study teams to investigate the issues identified.

The presidents of USU and CEU identified and appointed twenty-three (23) individuals to serve on the four study teams. Individuals recommended were knowledgeable and empowered by the presidents to address the issues. Study team members were asked to set aside and suspend personal preferences, beliefs, and bias regarding the desirability of merging CEU and USU and develop answers or responses to the specific issues before them. Study team members were informed they would be free to express their concerns, reservations, or opposition to the eventual model when it emerged in Phase 3 of the study, and that participation on the study teams was not intended to be construed as individual endorsement of the possible merger model. However, following the first day-long meetings of the study teams, the President of Utah State University and the Interim-President of the College of Eastern Utah determined the levels of concerns reported by many team members rendered further effort to resolve the identified issues and develop a possible merger model unlikely to be productive. In response to a letter from the Commissioner of Higher Education, the presidents responded by letter expressing preference to terminate the study. Development of the possible model for merger (Phase 2) was never completed, and consequently, public response (Phase 3) to a model was never obtained.

In conclusion, the Utah State Board of Regents has undertaken a study of the possible merger of the College of Eastern Utah with Utah State University as it understood the charge from the Utah State Legislature. Significant issues have been identified regarding a possible merger or an enhanced partnership between CEU and USU. Authoritative direction and leadership will be required to advance further any consideration of such merger and enhancing the partnership.

## Report Body

### Utah State University and the College of Eastern Utah Partnership and Alliance A Legislature Required Study

The 2008 Utah Legislature directed the Utah State Board of Regents to study increased collaboration between Utah State University and the College of Eastern Utah. The legislative intent language from H.B. 3, lines 839-851 states:

*The Legislature intends that the task force on higher education governance and the State Board of Regents study ways for greater collaboration and cooperation between the College of Eastern Utah and Utah State University, including consideration of partnerships, alliances, or a merger, in order to increase educational opportunities for citizens in eastern Utah and maximize state resources. The study shall include ways of protecting the traditional community college role including access to career and technical education currently provided by CEU. The task force and the Board of Regents shall provide recommendations to the Executive Appropriations Committee for any changes that require legislative action or funding.*

The Interim Commissioner of Higher Education, David Buhler, and Dr. Gary Carlston met with President Stan Albrecht at Utah State University and Interim President Mike King at the College of Eastern Utah, and other leading administrators at these institutions to ask for their input regarding the proposed study and its design. Possible options for the design of the study were considered. The two primary options considered were: 1) conduct an independent study which would be led by outside consultants, and 2) conduct a facilitated study where members of both institutions would participate and help to address the issues identified from firsthand knowledge, or from “ground level.” It was determined and agreed that involving representatives from both institutions and their respective communities would be the best way to both inform and address the significant issues to be identified. This study design was carefully considered as a way to more directly involve the stakeholders of the institutions and their communities. Once the issues had been addressed and a possible model developed, this design would have invited public response and comment from the institutions and communities most directly affected. The study design was agreed to by both institutional presidents, the Interim Commissioner, and the Chair of the Board of Regents. The Interim Commissioner, David Buhler, invited Dr. Gary Carlston, Dr. David Sperry, and Dr. Steven Laing to serve as consultants for the Commissioner and the Board of Regents to conduct this study.

The study was to be conducted in three phases. These phases are described below:

**Phase 1 - Issue identification.**

**(July 3 – July 31, 2008)**

Persons identified by the leadership from Utah State University and the College of Eastern Utah were interviewed by the study consultants to help identify the primary issues that should be examined to create a model for a potential merger of the two institutions, or enhanced partnership between USU and CEU.

**Phase 2 - Study teams facilitated by the study consultants.**

**(August 11 -- September 12, 2008)**

Teams comprised of knowledgeable and empowered individuals appointed by the leadership of USU and CEU were to investigate the potential merger issues identified in Phase 1. The study teams were to develop ideas for a potential merger of USU and CEU. It was intended that the elements of the model provide a conceptual framework for a potential merger, but not be construed or interpreted as creating a specific agreement. In the event a merger was untenable, the teams were to develop possibilities for enhancing the partnership between USU and CEU to deliver higher education programs to the students and residents of southeast Utah.

**Phase 3 - Public input and comment.**

**(September 15 -- October 10, 2008)**

Community members and employees at USU and CEU were to be provided opportunity to respond to the ideas and model developed by the study teams.

At the conclusion of Phase 3 the Board of Regents was to receive the study report and make recommendations to the Executive Appropriations Committee of the Utah Legislature.

Phase 1 Report

The study consultants completed interviewing the individuals identified by USU and CEU leadership. These individuals helped identify the issues that should be investigated regarding a potential merger, or enhanced partnership. The study consultants interviewed 58 individuals, 10 persons identified by USU and 48 persons identified by CEU. The interviewees were representative of administration, faculty, staff, students, boards of trustees, city and county elected officials, state agencies such as Workforce Services, legislators, and community residents and business owners. From these interviews the study consultants recommended the formation of four study teams to investigate the issues that were identified.





## Phase 2 Report

The presidents of USU and CEU recommended individuals to serve on the four study teams. The study teams, their purposes, and membership are described as follows:

**Mission, Governance, and Community**—This committee was comprised of leading administrators and representatives of the respective boards of trustees. The role of this committee was to examine the missions of USU and CEU for compatibility in the event of a merger. This committee was to examine and propose a governance model for a merged institution, as well as address community related issues that had been identified. A major function of this committee was also to receive, validate and approve the work of the other study committees.

**Members:** **CEU:** Mike King (Interim President) Co-chair  
Neal Peacock (Vice-Chair, Board of Trustees)  
**USU:** Raymond T. Coward (Executive Vice President and Provost) Co-chair  
Richard L. Shipley (Chair, Board of Trustees)  
Facilitators: Dr. Gary Carlston, Dr. David Sperry, Dr. Steven Laing

**Finance**—This committee was comprised of leading financial administrators from USU and CEU. The role of this committee was to review the overall potential costs and any efficiencies related to a potential merger or enhanced partnership of the two institutions.

**Members:** **CEU:** Kevin Walthers (Vice President of Finance and Administration) Co-chair  
Gina Gagon (Controller)  
**USU:** Fred R. Hunsaker (Interim Vice President for Bus. and Finance) Co-chair  
David Cowley (Associate Vice President for Bus. and Finance)  
Facilitator: Dr. Steven Laing

**Faculty and Employee**— This committee was comprised of administrators, faculty, and staff from USU and CEU. The role of this committee was to examine faculty and employee related issues. Examination of these issues was to be related to a potential merger or enhanced partnership of the two institutions, especially as related to employee status, compensation, roles, and promotion and tenure.

**Members:** **CEU:** Michelle Fleck (Vice President of Academic Affairs) Co-chair  
Troy Hunt (Faculty Senate President)  
Guy Denton (Vice Provost, San Juan Campus)  
**USU:** Byron R. Burnham (Dean, School of Graduate Studies) Co-chair

Carol J. Strong (Dean, EEJ College of Education and Human Services)

John M. Kras (Past President, Faculty Senate)

Facilitator: Dr. David Sperry

**Educational Program and Students**—This committee was comprised of USU and CEU representatives, including students, who were knowledgeable about the higher education needs of southeast Utah. The committee was to examine and make recommendations for program offerings; program delivery; and student related issues such as student admission policies, support services, scholarships, activities, recruitment, and retention under a possible merger.

**Members: CEU:** Brad King (Vice President for Student Services & Development) Co-chair

Del Beatty (Dean of Students)

Andrew Hardman (Student Body President)

Jan Young (Director of Records and Registrar)

Todd Olsen, our Director of Admissions and Scholarships

**USU:** Gary Chambers (Vice President for Student Services) Co-chair

Jenn Putnam (Director of Admissions)

Whitney J. Pugh (Executive Director of Budget and Planning)

Sarah Anderson (Regional Campus Student)

Facilitator: Dr. Gary Carlston

## Committees and Issues Questions

| <b>Mission/Governance/Community: All</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. What must be done to make the missions of USU (Carnegie 1, research) and CEU (community college, Career and Technical Education, including the Western Energy Training Center [WETC]) compatible under a merger?</li> <li>2. How will CEU governance relate to the governance structure at USU under a merger? How will CEU governance under a merger with USU compare to the existing Regional Campus Model at USU?</li> <li>3. What will the identity of CEU (as a part of USU) in the community look like: name, involvement with the community, business, and government organizations?</li> <li>4. What degree of local decision-making will CEU have under a merger with USU?</li> <li>5. How will the needs of CEU (facilities, faculty, programs, and services) be prioritized under the governance of USU?</li> <li>6. How will existing functions (administrative, student services) be structured under a merger of CEU with USU?</li> <li>7. How will development efforts in southeast Utah change, and how will the resultant resources be divided between CEU and USU?</li> <li>8. How will higher education opportunities in southeastern Utah be enhanced by a merger of CEU and USU?</li> <li>9. If a merger is not determined feasible, what expansion of collaboration and partnership between USU and CEU is possible to increase the higher education services to students and residents in southeast Utah?</li> <li>10. What are the estimated costs of the answers to the questions above?</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Finance: Steve</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Faculty/Employee: Dave</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Students/Program: Gary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ol style="list-style-type: none"> <li>1. How will the finances and financial functions of CEU (appropriations, accounting, expenditures, etc.) be affected by merging CEU and USU?</li> <li>2. How will the recipients (USU or CEU) of grants be determined when only one per institution is permitted by the funding agency?</li> <li>3. What financial operations will be performed at CEU, at USU; are the fiscal systems compatible and what adjustments are necessary?</li> <li>4. What could the business/finance organizational structure look like</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>1. How will CEU faculty rank and tenure be integrated with that of USU in a merger? Will CEU tenure be honored?</li> <li>2. How will the compensation (salary and benefits) of CEU faculty and staff be affected by merging with USU?</li> <li>3. What faculty and staff positions may be lost/added by merging CEU with USU?</li> <li>4. How could the differing requirements of faculty at USU and CEU—requisite academic degrees, teaching loads, promotion and tenure</li> </ol> | <ol style="list-style-type: none"> <li>1. How will the differences in student admission requirements be reconciled under a merger of CEU and USU?</li> <li>2. What affects will a merger of CEU and USU have on tuition and fees for students at both institutions, and how will those funds be allocated for use between CEU and USU?</li> <li>3. How will current scholarship and financial aid opportunities and criteria be affected by merging CEU and USU?</li> <li>4. What is the potential for student enrollment, recruitment and retention</li> </ol> |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>under a merger?</p> <ol style="list-style-type: none"> <li>5. Would USU policies and procedures assure the integrity and intent of monies given to CEU and how could that be achieved?</li> <li>6. What additional costs or cost savings could be projected if a CEU and USU merger were to occur?</li> <li>7. If a merger is not feasible, what expansion of collaboration and partnership between USU and CEU is possible to increase the higher education services to students and residents in southeast Utah?</li> <li>8. How, overall, are resources for higher education in southeast Utah best maximized?</li> </ol> | <p>procedures—be affected by merging the two institutions?</p> <ol style="list-style-type: none"> <li>5. How will redundant employee positions be handled under a merger of CEU and USU?</li> <li>6. How will instructors in CTE (including WETC) or other areas for which USU may not have parallel or companion departments or programs be integrated in a merged institution?</li> <li>7. What will be the role of current CEU faculty in determining curriculum and programs?</li> <li>8. What are the enhanced higher education opportunities as a result of a merger between USU and CEU?</li> <li>9. If a merger is not feasible, what expansion of collaboration and partnership between USU and CEU is possible to increase the higher education services to students and residents in southeast Utah? What are the implications for faculty and staff under enhancement of the existing partnership?</li> <li>10. What higher education opportunities could result related to an enhanced partnership?</li> <li>11. Are there cost efficiencies or additional costs relating to faculty and employees that should be considered in the event of a merger? Enhanced partnership?</li> </ol> | <p>with a merger of USU and CEU? Under the Partnership?</p> <ol style="list-style-type: none"> <li>5. What affect would merging have on the current availability of developmental (remedial) programs offered by CEU?</li> <li>6. What affect would a merger have on the current emphasis on serving the needs of Native American students at the Blanding site of CEU?</li> <li>7. What affect would a merger have on the availability and cost of concurrent enrollment credit for high school students in southeast Utah?</li> <li>8. How will CTE and community college services be made available in Moab under a merger?</li> <li>9. What opportunities for student activities, including student government, clubs, athletics, and service organizations at CEU could there be under a merger?</li> <li>10. What effects will merging CEU and USU have on other CEU partnerships (e.g. nursing, criminal justice) with other institutions of higher education?</li> <li>11. What baccalaureate and graduate programs will be made available at CEU under a merger?</li> <li>12. Under a merger, how will upper division and graduate programs be delivered at CEU: face to face, distance?</li> </ol> |
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|  |  | <p>13. How will USU preserve student and community culture as a center piece for the community under a merger?</p> <p>14. What higher education opportunities may be enhanced e.g. program offerings, as a result of a merger between USU and CEU?</p> <p>15. If a merger is not feasible, what expansion of collaboration and partnership between USU and CEU is possible to increase the higher education services to students and residents in southeast Utah?</p> <p>16. Are there cost efficiencies or additional costs relating to students and programs that could be projected if a merger occurred? If the partnership was enhanced?</p> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Conclusions

The study teams met at the office of the Utah State Board of Regents on August 20, 2008. President Albrecht and Interim President King were very cooperative and selected, empowered, and organized their teams. The twenty-three members of the study teams were given an orientation to their tasks and then divided into individual teams to address the issues identified for their respective teams. The Faculty and Employee team was most productive in addressing the issues before it and reached agreement on most if not all of the issues. The remaining three teams addressed the issues assigned, but were unable to complete the tasks before them. Some of the teams were reluctant to resolve the issues; representatives from CEU especially expressed concern about the study. Their concerns focused on the rationale or the purpose of singling out CEU for a possible merger with USU, and that developing a merger model, versus other options, was for them problematic. The study teams which were not able to resolve the issues assigned to them set future dates to continue their discussions.

After receiving reports from study team participants from their respective institutions, the presidents of CEU and USU recommended that future discussion be placed on hold. Given this development the study consultants identified three possible options for completing the study. Those options, as recommended to Commissioner William Sederburg, are described below:

**Option 1:** Proceed with the study team discussions as outlined in Phase 2. This would mean reconvening the study teams and asking them to respond to the issues that are posed to their team. It would require one or two more meetings of the teams and an understanding that the issues be addressed. The Faculty Committee would have relatively little work left to do as they did respond to the merger issues that were before them, and were going to hold a conference call to discuss the partnership related issues. The other three committees would need to address most of the issues before them and there would need to be a commitment from teams to respond to the issues. The goal of these discussions was to produce a conceptual model for discussion that could be evaluated for its relative merits for a potential merger of the two institutions. It is not necessary that the study team participants endorse or recommend a merger under this model, only that they provide useful information that could be helpful for policy makers and interested stakeholders to consider and evaluate regarding a merger or partnership.

**Option 2:** Alter the original study design in some manner that would still produce a conceptual model for merger or enhanced partnership. This option would then provide some response to the issues which were raised by those who were interviewed regarding the alliance between USU and CEU. It may be possible to ask representative of USU and CEU to provide responses to the issues without reconvening the study teams. This could be done in written responses or further interviews with institutional representatives by the study consultants. Consideration of these options should include whether there could be a productive public discussion as outlined in Phase 3 of the study design.

**Option 3:** The study may be concluded at its present status. There are significant issues that have been identified regarding a merger or an enhanced partnership between USU and CEU. A report on what has been learned from the interviews, the issues that must be addressed if a merger is to be considered could be developed for the use of policy makers and interested stakeholders.

Commissioner Sederburg then communicated with President Albrecht and Interim President King, asking each for his response as to which option would be most appropriate given the stalled and somewhat unsuccessful discussions of the study teams. Both presidents responded and recommended Option 3, to conclude the study at its present status.

The study came to a premature conclusion and did not produce a model for a possible merger which would have been publicly discussed and reviewed. However, there was significant effort put forth by the Regents, the Commissioner, and the Presidents of USU and CEU; and the cooperation of these leaders along with the generous gifts of time and insight contributed by the many who were interviewed were most helpful and important. The institutional representatives on the study teams were candid in their efforts and beliefs regarding this matter. Although a model for a merger did not emerge there were important accomplishments. The issues that must be addressed were identified by those who are closest to and most affected by potential changes. These issues can serve to help policy makers understand what must be addressed and resolved when considering an organizational change of this magnitude. Utah State University personnel appeared willing and prepared to participate in the discussions and to provide responses to issues of concern for public comment and policy makers' consideration. At the same time, university officials expressed their concerns that the university not be viewed as trying to extend its services in a manner that may be unwelcomed. The College of Eastern Utah personnel generally seemed unconvinced as to the purpose of this study; the "why" question for many could not be satisfactorily answered. This is a difficult and challenging matter and in Southeast Utah there appeared to be differing opinions on the future of CEU.

The study consultants were not tasked with making recommendations or observations regarding the outcome of this study. Because the study came to a premature conclusion, the consultants were asked to offer their observations on this matter. These observations are based on the consultants' interviews and their own thoughts as they facilitated this study. It is hoped that these observations will be useful for any future deliberations on this matter. The consultants also express their genuine appreciation to President Albrecht, Interim President King, Interim Commissioner David Buhler, Utah State Board of Regents Chair Jed Pitcher, and Commissioner William Sederburg for their support and guidance through this study process.

## **Observations**

### Background Statement

The consultant study team was asked to offer its observations regarding the working relationship between Utah State University and the College of Eastern Utah. These observations are offered based on collective observations of the work the study consultants provided, and are given, as requested, due to the premature conclusion of the planned study.

The model for conducting the legislative mandated study for examining “ways for greater collaboration between the College of Eastern Utah and Utah State University” was agreed upon by the two institutional presidents, the Utah Commissioner of Higher Education, the Chairman of the Board of Regents, and members of the study team. It was designed to initially identify the key issues related to expanding collaboration (including a possible merger) and then to establish reasonable or possible responses to those issues. It was intended that the results would serve as a “product” or “discussion piece” or “model” to be examined and debated in more depth by the two institutional communities, the Regents, and the Legislature.

Issues related to a potential merger of CEU and USU were successfully identified, along with related issues surrounding the existing partnership. Representatives from the two institutions were strategically selected based upon their knowledge and capacity to speak for their institutions and were placed into four groups to address the identified issues which had been grouped into four categories relating to mission, finance, personnel, and program. The charge to the committees was to come up with answers as to how the identified issues could be best addressed if greater collaboration including a possible merger were to take place. It was felt by members of the study team that representatives from Utah State University came to the table prepared with reasonable responses and with sensitivity to preserving, to the extent possible, the unique culture and history of CEU. With the exception of the Faculty and Employee committee members, many of the study committee members representing CEU seemed unable to move beyond the question of “why” this study focused on their institution in order to generate answers to the questions presented to them. This resulted in the presidents recommending a suspension of the meetings of the study teams.

Three possible options were considered regarding continuing the study and it was mutually agreed to conclude the study and report the information that had been gathered to that point.

Involvement in this process has led the study team to the following observations:

### Observations

1. Although there are mixed feelings in the CEU community (this includes the entire southeastern region of the state) regarding the need for greater collaboration or a merger with



USU, it is clear that the majority of individuals do not understand why the study was initiated in the first place or the necessity for it. Policy makers supporting this initiative need to provide a more clear and specific rationale for it.

2. If there are future discussions or efforts to merge USU and CEU or expand greater alliances between the two institutions it will require strong leadership and personal involvement and commitment at all levels. Institutional missions that are compatible lie at the center of successful, future consideration in this matter.

3. It should be recognized that a long-standing arrangement between USU and CEU has existed for some time, and has recently been infused with new monies. There are some feelings, however, on the part of some in the CEU community that this cooperative effort is not serving large numbers of students, nor is the recent infusion of money involving CEU faculty or being administered as a mutual partnership. There is clearly a potential for this association to increase and for it to greatly benefit both institutions and students in the CEU service region. However, additional work and communication is needed to more fully develop the potential of this partnership.

4. CEU serves an area of the state that has substantial cultural diversity within a relatively small population. Consequently, some members of the Price civic and business community (including some members of the Board of Trustees) and other community members in the southeastern region reported feeling neglected by the College of Eastern Utah, while others reported feeling included and that the administration, faculty and staff are accessible. Efforts need to be made on the part of the CEU administration to reach out more broadly to the various communities it serves.

5. Policy makers need to better recognize the diversity of educational needs (K-16) in the southeastern part of the state as well as some of the remarkable things being done such as those to be found on the Blanding CEU campus (e.g., the work with Native American students).

6. A phenomenon perhaps not always appreciated or recognized is that about fifty percent of CEU offerings are career and technical education (CTE) which is not a part of the mission of the USU. There are those businesses and public schools that are much more concerned about CEU partnering and serving their needs and interests in CTE than what an expanded partnership with USU would bring.

7. CEU is a critical part of the economic viability of southeastern Utah; for many it is the cultural center of the region in spite of its relatively low enrollment compared to other institutions within the state's higher education system. Because of its small size, some individuals expressed concern about the future of the institution.

8. The next president and future administration of CEU would be wise to give high priority to working more closely with the communities served by the college, strengthening and expanding partnership ties with USU, and achieving a truly seamless articulation of both academic and CTE programs K-16, beginning with K-12 schools in the region and extending to all higher education institutions within the State.



## **Appendices**

Consultant Study Team Letter to Commissioner Sederburg

Commissioner Sederburg Letter to Institutional Presidents

President Albrecht Response Letter

Interim President King Letter

CEU Board of Trustees Communication

CEU Faculty Senate Communication

CEU Professional Staff Association Communication

CEU Student Body President Communication

Faculty/Employee Merger Committee Report



## Consultant Study Team Letter to Commissioner Sederburg

Commissioner William A. Sederburg  
The Gateway  
60 south 400 West  
Salt Lake City, Utah 84101-1284

September 9, 2008

Dear Commissioner Sederburg:

Please find enclosed an updated progress report on the study regarding the relationship between Utah State University and the College of Eastern Utah. Please note particularly the status of discussions between the two institutions which is found in Phase 2 of the report. The Faculty Committee made progress in its discussion, but the other three committees did not make significant progress in responding to the issues before them. After receiving reports from their own participants, the presidents of CEU and USU recommended that future discussions be placed on hold. Given this development, as study consultants, we have identified three options that may be considered in order to bring the study to a conclusion. While we recognize that there may be other options, please consider the following, and, as you deem appropriate, invite the recommendations of the presidents of USU and CEU regarding these possibilities for completing this study. The options posed below are not prioritized:

Option 1: Proceed with the study team discussions as outlined in Phase 2. This would mean reconvening the study teams and asking them to respond to the issues as posed to their teams. This option would require one or two more meetings of the teams with an understanding that the issues are discussed and answered. The Faculty Committee would have relatively little work left to do as it did respond to the merger issues that were before it, and had scheduled a conference call to discuss the partnership related issues. The other three committees would need to address most of the issues before them, and there would need to be commitment from team members to respond to the issues. The goal of these discussions was to produce a conceptual model for merger of the two institutions that could be evaluated on its relative merits. It is not necessary that the study team participants endorse or recommend a merger under this model, only that they provide information regarding how the issues posed could be addressed and that could be helpful for policy makers and interested stakeholders as consideration regarding a merger or partnership moves forward.

Option 2: Alter the original study design in some manner that would still produce a conceptual model for merger or enhanced partnership. This option would then provide some response to the issues which were raised by those who were interviewed regarding the alliance between CEU and USU. One possible alteration of the study design could be to ask representatives of USU and CEU to provide responses to the issues without reconvening the study teams. Responses could be submitted in written form, or

further interviews with institutional representatives could be conducted by the study consultants. Consideration of this option should include whether or not public discussion (as outlined in Phase 3 of the original study design) would be a productive.

Option 3: The study may be concluded at its present status. There are significant issues that have been identified regarding a possible merger or an enhanced partnership between CEU and USU. A report on what has been learned from the interviews—the issues that must be addressed if a merger is to be considered—could be developed for the use of policy makers and interested stakeholders in the event further action is desired.

As indicated previously there may be other alternatives, but at least these three options, we feel, could be a means of meeting the expectation of the legislative language which required the study. Even though discussions have been placed on hold, especially relating to a merger, the partnership is operating. The legislatively funded enhancement (HB 185, 2007 General Session) to the long standing relationship between USU and CEU has had just one year to develop; there may be additional enhancements that could strengthen the partnership and expand higher education opportunities in Southeast Utah. We express our appreciation to President Albrecht and to Interim President King for their leadership and efforts in addressing this challenging endeavor. We look forward to your and their recommendations.

Please note, because of the trusted relationship necessarily developed with the presidents of CEU and USU, we have taken the liberty of copying this letter to them. We sincerely hope we have not overstepped our charge from you in doing so.

Sincerely,

Gary L. Carlston

Steven O. Laing

David Sperry

cc: David Buhler  
President Stan Albrecht  
Interim President Mike King

Commissioner Sederburg Letter to Institutional Presidents

September 30, 2008

President Stan L. Albrecht  
Utah State University  
1400 Old Main Hill  
Logan, UT 84322-1400

President Mike King  
College of Eastern Utah  
451 East 400 North  
Price, UT 84501-2699

Presidents Albrecht and King:

You have received the interim report of the committee of consultants coordinating the review of the potential merger of USU and CEU. I am confident that you join me in sharing appreciation for the fine work they have done. I also appreciate the effort you and your staff have put into the conversations.

The committee provides the following three options:

Option 1: Proceed with the study team discussions as outlined in Phase 2. This would mean reconvening the study teams and asking them to respond to the issues as posed to their teams. This option would require one or two more meetings of the teams with an understanding that the issues are discussed and answered. The Faculty Committee would have relatively little work left to do as it did respond to the merger issues that were before it, and had scheduled a conference call to discuss the partnership-related issues. The other three committees would need to address most of the issues before them, and there would need to be commitment from team members to respond to the issues. The goal of these discussions was to produce a conceptual model for merger of the two institutions that could be evaluated on its relative merits. It is not necessary that the study team participants endorse or recommend a merger under this model, only that they provide information regarding how the issues posed could be addressed and that could be helpful for policy makers and interested stakeholders as consideration regarding a merger or partnership moves forward.

Option 2: Alter the original study design in some manner that would still produce a conceptual model for merger or enhanced partnership. This option would then provide

some response to the issues which were raised by those who were interviewed regarding the alliance between CEU and USU. One possible alteration of the study design could be to ask representatives of USU and CEU to provide responses to the issues without reconvening the study teams. Responses could be submitted in written form, or further interviews with institutional representatives could be conducted by the study consultants. Consideration of this option should include whether or not public discussion (as outlined in Phase 3 of the original study design) would be productive.

Option 3: The study may be concluded at its present status. There are significant issues that have been identified regarding a possible merger or an enhanced partnership between CEU and USU. A report on what has been learned from the interviews—the issues that must be addressed if a merger is to be considered—could be developed for the use of policy makers and interested stakeholders in the event further action is desired.

I am asking each institution to respond to the options presented by the committee and myself. Feel free to recommend changes to the options presented. It is important that we reach consensus about how best to proceed.

Sincerely,

William A. Sederburg  
Commissioner of Higher Education

WAS:jc



President Albrecht Response Letter

**UtahState**  
**UNIVERSITY**

OFFICE OF THE PRESIDENT  
1400 Old Main Hill  
Logan, UT 84322-1400  
Telephone: (435) 797-1162  
FAX: (435) 797-1173

October 13, 2008

Commissioner William A. Sederburg  
Utah State Board of Regents  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284


Dear Commissioner Sederburg:

Thank you for sharing the interim report of the committee charged to carry out the legislative mandate to review the potential merger of USU and CEU. I am pleased to join you in expressing appreciation for the fine work they have done. During their visits to the USU campus, committee members conducted themselves with great integrity and professionalism in their meetings with members of our campus community. They have been effective, open-minded, and evenhanded, I believe, in identifying the issues that must be addressed should there be continuing discussions of a merger, or some other form of enhanced partnership, between our two campuses.

However, given the seemingly intractable nature of some of the issues identified by the study teams, I would recommend that Option 3, as outlined in your letter to President King and me, be selected. I do believe that at some point the question of potential merger between our two institutions will be revisited and, quite frankly, that day might even be hastened by the current economic problems facing our State and the USHE. However, I do not sense the will right now to move forward with the difficult choices that would be required by a merger.

In the meantime, please know that Utah State University greatly values its relationship with the College of Eastern Utah and with the capable colleagues who lead that institution. We anticipate that the educational partnership established between us will continue to flourish, and look forward to continuing to work with our counterparts at CEU to make that happen.

Sincerely,



Stan L. Albrecht  
President

Interim President King Letter

Commissioner Bill Sederburg  
Utah System of Higher Education  
The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

November 4, 2008

Dear Commissioner Sederburg,

Thank you for the opportunity to respond to the recommendations formed by the CEU/USU study consultants. First let me commend the consultants for their work during this process. They have been professional in every way. I genuinely appreciate their help and their dedication. I would also like to express my thanks to our friends at Utah State University for their collegiality during this process.

The merger discussion that arose during the last legislative session, and the study mandated after the merger discussion lost traction, created a great deal of concern within the CEU community. The study to explore the relationship of the College of Eastern Utah (CEU) and Utah State University (USU) mandated by the legislature was to provide a starting point to examine the educational needs of southeastern Utah and determine means to meet those needs in a cost effective manner. However, the focus of the study shifted from “How can we best meet the needs in southeastern Utah?” to “Can a merger work?” This shift caused questions within the CEU community wondering if the needs issues were being adequately addressed. When CEU and USU personnel met in the study groups, this issue and others outside the scope of the original study questions were raised. Though this questioning may have been perceived as negativity on CEU’s part, the hesitancy really stemmed from our need to have answers to important questions.

The College realizes that a close relationship with Utah State University is an advantage to our students and our communities. We have hosted USU on our campus for many years; realizing the importance of access to 4-year degrees in southeastern Utah. We were excited two legislative sessions ago when money to enhance such partnerships was allocated through HB 185. We have expended considerable effort and money to develop and market the programs, and hire faculty. We consider this to be a win/win arrangement for and look forward to having additional students starting degree programs in education, business, and natural resources programs beginning in fall 2009.

At this time, given that questions and apprehension about a possible merger remain, we believe rather than moving ahead with a merger, that the existing partnership program should be given a chance to succeed. *We recommend Option 3 – that the study be*

*concluded at its present status.* If it is determined that further review is necessary, the study should be thorough and objective, focusing on the significant issues that have been identified during the process to this point.

The last several years at CEU have been a period of financial challenge. President Ryan Thomas spent his entire tenure as president directing efforts to correct some sizeable problems. Through conservation and management efforts, we have been able to overcome those challenges and now find ourselves in a more financially stable position than at any time in recent years. The college was recently commended during a focused interim visit by the Northwest Commission on Colleges and Universities (NWCCU) for its work in the stabilization of our finances.

The College still has challenges to overcome. The recent budget cutbacks imposed by the state create significant challenges for us and the other Higher Education institutions in the state. In addition, CEU must resolve problems associated with enrollment (this year our numbers are flat compared with those of last fall – the first year in several we haven't declined), long-term planning, and assessment. We are confident, with the same concerted effort that has been applied to our financial situation, that these additional challenges can be satisfactorily overcome as well. We realize we will need the continual support of the Board of Regents and the Commissioner's Office to make this happen. We look forward to creating a vision for the College that will define who we are, where we should be headed in the future, and formalize realistic plans to get there.

As you know, CEU is currently celebrating its 70<sup>th</sup> anniversary. The College has a rich and proud history in southeastern Utah serving the needs of Carbon, Emery, Grand, and San Juan Counties since 1938. During that time, the college has been the major source of higher education as well as an economic anchor in southeastern Utah. Though the numbers of students are relatively small compared to other institutions in the state, the 55,000-plus students that have attended CEU have influenced the lives of literally millions throughout the world. We believe the success and influence of these students is in great part a result of their experience at CEU. We look forward to providing this same quality experience to students for many years to come.

Again, I wish to express my thanks to the study consultants for their dedication. I also wish to express thanks to the Commissioner's Office and the Board of Regents for facilitating these discussions – we believe they have been beneficial to CEU. Please let me know if you need additional information or have questions I can answer.

Sincerely,

Mike King  
Interim President

## CEU Board of Trustees Communication

College of Eastern Utah alumni have been extremely successful in business, government, education, and in life. There is a strong feeling of loyalty to CEU among the alumni because of the high quality educational and social experiences they had while they attended CEU. Because of this, we believe that in any consideration or study of the possible merger of CEU and USU that the following issues should be carefully studied as part of any decision made about the future of CEU.

Issue #1. Utah State can play an important role in CEU students' continuing education beyond an Associate Degree and should continue to be a partner with CEU, as they have been. But should they be the exclusive partner? Are there programs at Weber State, University of Utah, Utah Valley University, or Southern Utah University that could be beneficial to the students in southeastern Utah that are not provided by Utah State? Is there a reason that Utah State must be the exclusive partner of CEU?

Issue #2. What, exactly, is Utah State bringing to the table, more than they already do, that could benefit CEU and its students?

Issue #3. CEU is out of debt, operating in the black, stabilizing enrollment while the school districts it services are facing declining enrollment and it has done very well in its last accreditation review. What, exactly, are the problems that a merger with Utah State will solve?

Issue #4. What would happen to the identity of the College of Eastern Utah? We believe it should retain the name "College of Eastern Utah." It should not become the Price Satellite Campus of Utah State University.

Issue #5. What would happen to governance and decision-making at a local level? We believe that CEU should maintain local control over curriculum, administration, governance, and spending in its community college programs, faculty and classes.

Issue #6. What would happen to faculty, professional, classified, and student organizations? What would happen to the opportunities for student leadership and student service organizations? We believe that these organizations should retain their local influence and input into the policies and procedures of CEU and that these opportunities shouldn't be lost.

Issue #7. What will happen to the Board of Trustees? The CEU Board of Trustees should retain its functions and duties as they presently exist within the College.

Issue #8. What will happen to representation with the other presidents of the Universities and Colleges. The College of Eastern Utah should retain the office of President and the president should have a seat at the table with the other presidents of the state higher educational institutions.

Issue #9. What will happen to the athletic programs at CEU? The athletics and other intramural activities at CEU should be maintained as they now exist.

Issue #10. What will happen to tuition and fees at CEU? Utah State University tuition and fees are significantly higher than CEU's. How, specifically, will it benefit the students and people of Southeastern Utah to pay higher tuition? CEU should retain local control over its tuition and fees schedule as it presently exists for its community college programs. Students should not be forced to adopt the USU tuition schedule for the first two years of their education.

Issue #11. What will happen to the scholarships and scholarship funds set up for CEU? CEU liberally gives scholarships to students in the four county area. Will this change? CEU should retain local control over disbursement of scholarships. Scholarship decisions and policies should be made locally.

Issue #12. What will happen to the vocational programs run through CEU? CEU should retain local control of its very valuable vocational programs.

Issue #13. What would happen to purchasing and business decisions presently made at CEU? What effect will this have on the local economies? We believe that local control of purchasing will better benefit CEU and the local communities than having purchasing and business decisions made for CEU in Logan.

Issue #14. What would happen to the Western Energy Training Center? This is a key part of the Governor's approach to mine safety.

## CEU Faculty Senate Communication

### Ideas on Legislated Mergers:

1. The CEU full-time faculty count will remain at or above the current 2008/2009 numbers at both Price and San Juan campus locations, 64 and 18 respectively.
2. Critical, established, technical programs on CEU campuses will remain as associate-degree granting programs as long as student enrollment remains 75% of capacity for the given program (e.g. nursing, automotive, welding, etc.).
3. Tenure and rank of Instructors at CEU will be honored by the merger institution. Tenure-track positions will be honored under similar tenure policy time criteria.
4. Academic decisions (instruction methods and materials, assessment criteria, syllabi, etc.) regarding CEU campus' courses will remain the discretion of CEU Instructors, while consulting with respective merger institution departments.
5. CEU freshmen and sophomore level course tuition rates will remain at least 50% lower as compared to the higher merger institution rates for these associate-degree coursework levels in all future years. (A cap based on the current CEU tuition % as compared to the current median income level for the county may also be appropriate.)
6. CEU campuses will remain open-entry locations for Freshmen/Sophomore level coursework.
7. Specific levels of scholarship dollars will be designated as CEU scholarships, the percentage of which will be established at the same or higher level of the year of merger as compared to the merger institution total scholarship for the same year.
8. The name of the merged institution in Price and Blanding will remain College of Eastern Utah, but may have a designation following (e.g. a regional campus of \_\_\_\_\_).
9. Governance of CEU campuses will continue under the CEU Policy and Procedures, but may be adjusted over time to mirror the merger institution's policy.
10. CEUSA (or a similar organization), using Price and Blanding students, will continue to govern the student body on CEU campuses.

## CEU Professional Staff Association Communication



### **Professional Staff Association Concerns**

These concerns were collected at a meeting held March 19, 2008 and updated on July 23, 2008 to specifically address Professional Staff concerning the Board of Regents study of College of Eastern Utah and Utah State University degree partnerships or possible merger.

**The College of Eastern Utah Professional Staff Association would like to offer their support of Interim-President Michael King by stating the focus of this study must be on what is the best way to provide educational opportunities to the communities of southeast Utah.**

1. Concerned about merging departments and which directors will be let go? If staff doesn't have the proper credentials, will they be required to get a degree?
2. Would current directors be 'grand-fathered' in if they did not have the credentials as directors from Utah State University or given a time period to update their credentials?
3. What would this do to staff compensation?
4. Would we still have a seat on certain professional committees around the state? Currently CEU has directors who are on professional committees around the state, will those directors continue to have a representation on those boards or would they have to report to someone who is currently their peer?
5. How does this look when we are trying to develop our careers, how will this look on our resumes, what is the hierarchy, and how will the title reclassification be handled?
6. If they reclassify jobs, will the pay be reclassified?
7. How are grant funded positions going to be handled?
8. What is going to happen to the CEU Prehistoric Museum?
9. How would this merger benefit our community?
10. How would our benefits be affected? Insurance benefits and others like tuition reimbursement?
11. Will CTE area stay at CEU or go through UCAT, with which we just merged?
12. Capital Facilities – will CEU submit their own capital improvements and requests for new buildings or will those requests be intermingled with USU? If they are mixed, will CEU have an input every year and say on where the request will be ranked when it is submitted to DFCM, Utah State Building Board and the Capital Facilities Appropriations?
13. Will we still keep residential life and other auxiliaries?
14. Community/Price City Library have talked about merging with CEU Library, will this be impacted?

15. One of the models on the wiki has a central library and bookstore – is that being considered and if so, how would the logistics of such a concept work?
16. Will we receive a copy of the results of the *Higher Education and Applied Technology Governance Committee (legislative sub-committee assigned to study this)*?
17. What will happen to the students who would prefer a smaller college setting for their first years?
18. What will become of the community colleges in Utah? If the merger goes through, there would only be two community colleges in the state of Utah.
19. Will departments retain control in decision making needed for Financial Aid or Registrar's Office or will there only be one Financial Aid or Registrar based at USU. Currently we have the latitude to be more student-friendly and customer oriented.
20. The current partnership with Weber State and CEU is working great in the area of Banner. What will happen with the technical support of Banner? Will the relationship with WSU remain?
21. What will happen with our donors? Retaining our own identity will be critical in retaining our current donors and our affinity with our alumni. We cannot let our alumni down, using the current model of U of U and Dixie as an example of what not to do.
22. Have any economic development studies been completed to identify what degrees businesses would desire in our community? Or has there been any interest of new businesses that would relocate to our area based on the ability to produce a workforce with certain bachelor's degrees?
23. What additional programs will be brought to the area? Will every degree be available students every year? What exactly would be different than the partnerships we currently have? Will we house more upper division faculty here?
24. Clarify the promise of the tuition remaining low for the first two years – is that the first two years of the proposed merger or the first two years of a student's academic career? If the later, how long will the lower cost be in place?
25. The level of service must remain at the highest of standards and retain the feel of a community college.
26. Are any of the members of the study group from Rural Utah or do they have a good understanding of a rural community?
27. What exactly is it that Utah State University wants from this proposed merger? Is it self-interest related to our nursing program, instant diversity, WETC or are they interested in how they can expand educational opportunities in the south east portion of Utah?
28. Will a member of the professional staff association have a seat on all of the study teams that come about out of this study exercise?



## CEU Student Body President Communication

### Questions for Utah State University

1. Will CEU retain the same rate of tuition, fees, housing, and food service that it has now?
2. How will the student fees be allocated?
  - a. If so over time will the rate of tuition change to Utah State's rate of tuition?
3. Will student fees paid by Price campus students be kept and used on the Price campus, or will a portion be sent up to USU?
4. Will the Price campus retain its open enrollment policy?
5. Will out of state tuition remain at the current rate?
6. Will international tuition remain at the current rate?
7. Will CEU retain its sport teams?
8. Will CEU retain its Career and Technical Education courses?
9. Will CEU retain its student organization such as the SUN Center, Ambassadors, Student Government, and Residential Assistants?
  - a. If not how will the Price Campus retain its level of enrollment if the Career and Technical Education courses, Sports Teams, Student Government, Ambassadors, SUN Center, and Residential Assistants are removed?
10. Will there be Student Government representatives for CEU, or will the Price campus be run by the Logan Campus's Student Government?
11. Will the same amount and level of Scholarships be given?
12. Will the awarding scale that is currently used by CEU to awarded Scholarship continue to be used?
13. Will CEU students have mostly Ed Net classes or will they have a teacher that is present?
  - a. If so what will the percentage be of Ed net or distant learning classes be?

14. What would be appealing for students to come to Price for Ed Net class, as opposed to just going to Logan where they can be taught in person and be part of the classroom?
15. What will be done to keep out of County students coming to Price when they could just go to Logan?
16. How would the Price Campus enrollment increase by becoming a satellite campus of USU?
17. Will Students be required to buy textbooks through Utah State's book store?
18. Will the current bookstore remain on campus?
19. Will Students have access to USU's library?
  - a. If so will they be required to pay for the shipment of books?
20. Will Students have access to USU's activities, games, and events at the same price of as Logan Campuses Students?
21. If CEU were to become a satellite campus would the funding for new buildings for the price campus be put second to USU Logan?
22. Will CEU retain its name the College of Eastern Utah?
23. Will CEU retain its Mascot?
24. What is insufficient or doesn't work with the current partnership that a merger would be needed?
25. If the current partnership works, why not strengthen what currently works and serves the students the best?

## Faculty/Employee Merger Committee Report

Each of the questions below was considered by the Faculty and Employee Committee formed as a result of H.B. 3. Committee members included: Byron Burnham, Guy Denton, Michelle Fleck, Troy Hunt, John Kras, and Carol Strong.

The questions were explored using a framework provided by the study consultants. That framework is used to report the results of the committee work from meeting held August 20, 2008 in Salt Lake City.

### **1. How will CEU faculty rank and tenure be integrated with that of USU in a merger? Will CEU tenure be honored?**

#### *Data or Relevant Information*

CEU and USU both have a tenure and promotion system; however there are differences. At CEU the system is comprised of “steps and lanes” while at USU the system is metered by performance against a individual’s role statement.

#### *Committee Recommendations or Findings:*

In the event of a merger it is recommended that USU accept existing tenure of CEU faculty. Further, if an employee was hired under the present CEU system and had not achieved tenure before the merger, they would have the option of continuing toward tenure under that system or moving to the USU system. Tenure from CEU will be honored by USU.

#### *Clarifying Comments:*

None

### **2. How will the compensation (salary and benefits) of CEU faculty and staff be affected by merging with USU?**

#### *Data or Relevant Information:*

Both institutions appear to have similar benefit packages in terms of health insurance and retirement options.

#### *Committee Recommendations or Findings:*

Benefits will not change. No one salary will be reduced  
New employees will be hired market-value system (we will be competitive with national norms). We do not recommend two systems of compensation; rather we feel the market should determine the salary level.

*Clarifying Comments:*

“Staff” are included in our considerations.

**3. What faculty and staff positions may be lost/added by merging CEU with USU?**

*Data or Relevant Information:*

*Committee Recommendations or Findings:*

No positions will be lost because of merger. There might be some realignment of positions in order to achieve balance and optimal use of all employees. For example, if a merger takes place, it would be redundant to have two presidents within one institution. However the College of Eastern Utah Campus may have a need for a chancellor within this new system. There will likely be other such examples as merger details are considered.

*Clarifying Comments:*

Future hiring patterns based upon institutional needs may be changed.

**4. How could the differing requirements of faculty at USU and CEU—requisite academic degrees, teaching loads, promotion and tenure procedures—be affected by merging the two institutions?**

*Data or Relevant Information:*

At CEU the typical load for an instructor is 15 hours. At USU the typical load for an instructor is 12 hours. USU’s load is not a matter of policy and varies from individual to individual and department to department. At USU some 12 hour loads also carry a research component.

*Committee Recommendations or Findings:*

Credit loads will not increase above existing levels at either campus.

Question 1 above contains comments about tenure and promotion. Requisite academic degrees will be established by individual position descriptions.

*Clarifying Comments:*

As a point of information Table 1 (see below) lists the 23 levels of faculty ranks in place at USU. These are described in USU Policy and are designed to accommodate a host of faculty employed by USU.

Teaching loads should be negotiated by both campuses. If there is a load reduction at CEU, it would have to be financed by the State.

**5. How will redundant employee positions be handled under a merger of CEU and USU?**

*Data or Relevant Information:*

We are not certain as to what positions would be redundant. Redundancy might be a function of the governance model that is put in place. There might be redundancy in terms of positions like “Controller” or “Director of Purchasing” for two examples.

*Committee Recommendations or Findings:*

Realign positions in order to benefit both campuses on a case by case basis. Attrition will be used to eliminate redundancies. No one should receive a reduction in grade.

*Clarifying Comments:*

None

**6. How will instructors in CTE (including WETC) or other areas for which USU may not have parallel or companion departments or programs be integrated in a merged institution?**

*Data or Relevant Information:*

Most academic areas map well between CEU and USU. Of the 52 “programs/disciplines” listed on the CEU webpage only 17 do not match directly. All of the Trades and Industry programs do not map (11). Dance, Cosmetology, Emergency Management, Pre-professional, and Transitional Studies do not map.

*Committee Recommendations or Findings:*

The programs in the Trades and Industry Division should be placed in a department of Career and Technical Education (which would be a new department for USU). Cosmetology and Emergency Management would be moved into this department. It is recommended that Pre-professional and Transitional Studies be dropped. Wilderness studies would match extremely well with two departments at USU. The College of Natural Resources, and the department of Health, Education and Recreation should have strong ties with the CEU program. Criminal Justice should be affiliated with Sociology, Social Work and Anthropology. Dance should affiliate with USU’s Department of Theatre Arts.

Unique areas/programs would remain in place. Role descriptions would be negotiated by the by Price Campus leaders in order

*Clarifying Comments:*

Face-to-face teaching needs to be preserved and enhanced (but not replace) by electronic distance education. This may require substantial increases in technology and its supporting infrastructure.

**7. What will be the role of current CEU faculty in determining curriculum and programs?**

*Data or Relevant Information:*

At USU currently instructors choose their textbooks, develop their own syllabi. Where common sections of the same course exists, departments collaborate across course sections in terms of texts and common learning outcomes.

*Committee Recommendations or Findings:*

All instructors whether at USU or CEU maintain their right to choose texts, write syllabi, etc.

Programmatic decisions will be made by faculty involved. USU will be sensitive to local service areas.

CEU would set schedules of courses. There may have to be some coordination to account for unique practices (such as fall break at USU).

*Clarifying Comments:*

USU's Extension tradition should well serve its sensitivity to local needs. The Land Grant tradition should be a guiding principle in this area.

**8. What are the enhanced higher education opportunities as a result of a merger between USU and CEU?**

*Data or Relevant Information:*

USU offers upper division and graduate programs

USU offers hundreds of undergraduate majors and 96 masters degrees and 38 doctoral degrees.

*Committee Recommendations or Findings:*

CEU faculty will have opportunities to teach upper division and graduate courses (by implication students can obtain a 4 year degree and a graduate degree in Price in a more seamless fashion).

USU faculty would have expanded research opportunities in a number of areas (i.e. energy, anthropology, natural resources). CEU faculty would have expanded opportunities for training, research. Faculty in both institutions would participate in exchanges. Undergraduate research opportunities would be available for CEU students.

CEU's paleontology museum would greatly enhance USU graduate students opportunities.

We recommend that a "faculty development" fund be established for those individuals at CEU who would like to move into USU's tenure track system. This fund would allow individual to take a leave of absence (separate and apart from a sabbatical leave to pursue doctoral studies).

*Clarifying Comments:*

There was some discussion about restrictions by funding agencies for multiple PI's. This would be especially true for opportunity kinds of grants where one type of institution is eligible and another not.

***The following questions were not addressed but will be in an upcoming session.***


9. If a merger is not feasible, what expansion of collaboration and partnership between USU and CEU is possible to increase the higher education services to students and residents in southeast Utah? What are the implications for faculty and staff under enhancement of the existing partnership?
10. What higher education opportunities could result related to an enhanced partnership?
11. Are there cost efficiencies or additional costs relating to faculty and employees that should be considered in the event of a merger? Enhanced partnership?





**Table 1: Utah State University Faculty Categories and Ranks**

| <i>Academic Ranks</i>       |                                                                      |                               |                                  |                                |
|-----------------------------|----------------------------------------------------------------------|-------------------------------|----------------------------------|--------------------------------|
| <i>Core Faculty</i>         | <i>Librarians</i>                                                    | <i>Extension (General)</i>    | <i>Extension Agent</i>           |                                |
| Instructor                  | Affiliate Librarian                                                  | Extension Instructor          | Affiliate Extension Agent        |                                |
| Assistant Professor         | Assistant Librarian                                                  | Extension Assistant Professor | Assistant Extension Agent        |                                |
| Associate Professor         | Associate Librarian                                                  | Extension Associate Professor | Associate Extension Agent        |                                |
| Professor                   | Librarian                                                            | Extension Professor           | Extension Agent                  |                                |
| <i>Term Appointments</i>    |                                                                      |                               |                                  |                                |
| <i>Lecturer</i>             | <i>Clinical</i>                                                      | <i>Research</i>               | <i>Federal Collaborator (FC)</i> | <i>Federal Researcher (FR)</i> |
| Lecturer                    | Clinical Instructor                                                  | Research Assistant Prof       | FC Instructor                    | FR Assistant Professor         |
| Senior Lecturer             | Clinical Assistant Prof                                              | Research Associate Prof       | FC Assistant Professor           | FR Associate Professor         |
| Principal Lecturer          | Clinical Associate Prof                                              | Research Professor            | FC Associate Professor           | FR Professor                   |
|                             | Clinical Professor                                                   |                               | FC Professor                     |                                |
| <i>Special Appointments</i> |                                                                      |                               |                                  |                                |
| <i>Adjunct</i>              | <i>Visiting</i>                                                      | <i>Temporary</i>              |                                  |                                |
| Adjunct Assistant Prof      | Visiting faculty would bring their home institutional rank with them |                               |                                  |                                |
| Adjunct Associate Prof      |                                                                      |                               |                                  |                                |
| Adjunct Professor           |                                                                      |                               |                                  |                                |
|                             |                                                                      |                               |                                  |                                |
|                             |                                                                      | <i>Emeritus</i>               |                                  |                                |
|                             |                                                                      | Assistant Professor           |                                  |                                |
|                             |                                                                      | Associate Professor           |                                  |                                |
|                             |                                                                      | Professor                     |                                  |                                |

 Tenured Ranks

 Non-tenured Ranks

**N.B.** The code also provides for “Resident” and “Non-resident” faculty designations. Resident faculty members are located at the Logan campus. Non-resident faculty members are located off the Logan campus.

December 5, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Information Item: Weber State University, Progress Report for a Bachelor of Science Degree in Engineering

Issue

In July 2007, Weber State University (WSU) submitted a request to offer a bachelor's degree in General Engineering with an emphasis in Avionics and Electronics. The proposal was initially reviewed by the Office of the Commissioner and other institutions offering engineering degrees. Concern was expressed from the University of Utah and Utah State University and some Regents about initiating another engineering program in Utah, given the potential costs incurred together with the capacity to teach more students at both institutions with engineering degrees.

Background

Because of the differences in perspectives, three highly qualified engineering deans were hired to review engineering offerings in the Utah System of Higher Education, to evaluate employment needs, and to recommend the best configuration of programs to meet those needs.

In 2007 the Utah State Legislature funded a partnership initiative with WSU and USU. WSU and USU were given \$865,400 in on-going money and \$710,800 in one-time money to initiate an engineering partnership. As a result, USU established a degree in Electrical Engineering located on the WSU Davis Campus. The program was available to students fall semester, 2008. In 2008, the Utah State Legislature provided \$800,000 to WSU for an Aerospace initiative which can be used for engineering programs.

After considering the findings and recommendations of the consultants and given the fact that a partnership has just recently been established between WSU and USU, the PRC and the Commissioner have discussed working with both presidents to reach an agreement as a substitute for Weber's current proposal for the next four years. The possible agreement would consist of the USU/WSU partnership operating for a trial period of four years before a final decision is made regarding the proposed WSU engineering program. This would give the partnership time to produce realistic and measureable data. During this time, the Commissioner would request the partnership carefully monitor and evaluate the following data and benchmarks.

### *Data*

- The number of WSU pre-engineering students who transition to the USU four-year program.
- The number of students graduating from the USU program, including:
  - The number of students completing the program.
  - The number of students placed in the workforce.
  - The salary level of employed graduates.
  - The number of graduates who enroll in graduate programs.
  - The number of students passing the licensing exam.
  - The demand for new engineers nationally, statewide, and in Weber and Davis Counties.

### *Benchmarks*

- A minimum of 25 students in the cohort.
- Seventy-five percent of students who graduate will be employed at strong salary levels.
- Financial resources allocated to the partnership will be sufficient at both institutions to ensure success.

After considering these data and benchmarks at the conclusion of the four-year period, a recommendation will then be made to either continue the partnership or to support WSU's developing a stand-alone program.

### Recommendation

This is an information item and requires no action. The Commissioner will report back to the Regents at a future meeting regarding this proposed alternative.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/LS/AMH

December 26, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Non-state Funds Capital Development Projects for 2009-2010

The University of Utah properly submitted these projects to the Office of the Commissioner back in late August, but due to staffing shifts within OCHE they were omitted. We are now bringing them forward in order that they may be properly addressed by the Regents, prior to the beginning of the Legislative session.

Issue

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

- Approval of institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested (R710-4.5.5).
- Proposals for projects funded in whole or in part from adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets (R710-4.5.5.1).
- Major construction or remodeling projects (defined as projects costing more than \$1,000,000) funded through private sources or a combination of private sources (R710-4.5.5.2).

The Board of Regents may submit projects directly to the State Building Board. However, non-state projects that do not receive legislative approval are not eligible for state-funded O&M or capital improvement funding. Projects funded with non-state dollars are eligible for state-appropriated O&M when the use of the building is for approved academic and training purposes and is consistent with the institution's master plan (R710-4.5.6).

Shown on page two is a summary of those non-state funded projects requested this year that failed to make the September list previously approved by the Regents. University of Utah representatives will be on hand to answer questions during the December meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University of Utah's non-state funded projects that have already been forwarded to the Building Board, Governor and Legislature.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/TC  
Attachment

## USHE Non-State Funded Capital Development Request FY 2009-10 - revisited

| Project                                                 | Total Cost    | Gross Sq Feet | State Funded          |  | Source of Funds                   |
|---------------------------------------------------------|---------------|---------------|-----------------------|--|-----------------------------------|
|                                                         |               |               | O&M                   |  |                                   |
| The Beverly Taylor Sorensen Arts & Education Complex    | \$ 30,737,169 | 85,446        | \$ 628,028            |  | Donations                         |
| Ambulatory Care Complex                                 | TBD           | 342,156       | N/A                   |  | TBD                               |
| David Eccles School of Business Replacement & Expansion | \$ 71,100,000 | 151,531       | \$ 1,049,400          |  | Donations & Other Non-state Funds |
| Kennecott Building Renovation                           | \$ 8,689,000  | 37,430        | \$ 221,300<br>new O&M |  | Donations & University Funds      |
| South Campus Housing                                    | \$ 48,000,000 | 576,254       | N/A                   |  | Revenue Bonds                     |

November 26, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Approval to Pursue Issuance of Revenue Bonds

In accordance with Utah Code 53B-21 and Regent policy R590, the University of Utah is seeking approval to issue revenue bonds to finance two facility construction projects previously approved by the Board of Regents which are compatible with and included in the current institutional facilities master plan approved by the Board of Regents in September. These projects are detailed in the attachment/request provided by the University:

- The first project is the infrastructure development of the University “green field” site and the construction of a central chilled water plant which is part of the USTAR project (see attachment for further detail).
- The second project is the expansion for the University Neuropsychiatric Institute (UNI) (see attachment for further detail).

The University is seeking approval to request legislative authority to issue revenue bonds for these projects in the amounts specified in the attached letter from the University. Upon approval, the Commissioner’s office will request legislative authority to issue the revenue bonds for the construction projects.

Commissioner’s Recommendation

The Commissioner recommends that the Regents grant approval for the University to seek legislative authority to issue revenue bonds for both projects.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/TC  
Attachment



Arnold B. Combe  
Vice President for Administrative Services

November 20, 2008

Dr. Greg Stauffer  
Board of Regents, The Gateway  
60 S 400 West  
Salt Lake City, Utah 84101-1284

Dear Dr. Stauffer:

The University of Utah requests that the following two items be added to the agenda for the Board of Regents meeting on December 5, 2008.

First, the University requests approval to issue revenue bonds in an amount not to exceed \$44 million, plus amounts required for debt service reserve, issuance costs and capitalized interest, if necessary, to fund the infrastructure development at the University "green field" site and the construction of a central chilled water plant.

Infrastructure will include new and upgraded high and medium voltage electric service; high temperature hot water; sanitary and storm sewers; culinary water; telecommunications; and other secondary distributed utilities to be installed in either new tunnels or, as appropriate direct buried. These systems will be sized anticipating future utility capacities to support build out at this green field site consistent with the Campus Master Plan.

The approximate 8,000 ton Central Chilled Water Plant will eventually support the total chilled water needs for the northern end of main campus, including future construction. Nine (9) existing buildings west of the proposed plant site will be serviced by the new plant. Energy retrofits to lighting and HVAC systems will be performed, and combined with the new central chiller plant construction, we project will yield savings to retire a portion of the debt service.

The debt service on the bonded indebtedness would be paid from research overhead funds. However, it is also intended that as additional buildings are constructed within the interdisciplinary quadrangle, and supported by the infrastructure associated with this project, an appropriate portion of infrastructure costs be borne by these new buildings. As "infrastructure fees" are paid, the funds would be used to pay down the bond.



Second, the University requests approval to issue Hospital revenue bonds in an amount not to exceed \$45 million plus amounts required for debt service reserves, issuance costs and capitalized interest, if necessary to fund the costs of construction and furnishings for the expansion for the University Neuropsychiatric Institute ( UNI). The construction will expand UNI to accommodate the demand (30 patients on a wait list at any one time) and also to create better financial outcomes through maximizing the economies of scale. A total of 154 beds will be available at the conclusion of the expansion project.

|                             |                       |
|-----------------------------|-----------------------|
| Revenue Bond                | \$45.0 million        |
| Other Internal Support      | <u>5.0</u> million    |
| Total Cost of the Expansion | <u>\$50.0</u> million |

UNI's financial pro-forma reflects an improved margin over a five (5) year period of \$21 million with a projected breakeven total for the full period.

If these proposed financings are approved by the Board of Regents, they need to be forwarded for inclusion in the State's Bond Bill in the upcoming Legislative session.

If you have any questions, do not hesitate to contact me directly.

Sincerely,



Arnold B. Combe

ABC/am

c: Michael Young  
Gordon Crabtree  
Mike Perez  
Troy Caserta

November 26, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA—Approving Resolution, SBR Student Loan Revenue Bonds, Senior Series 2008A

Issue

UHEAA requests approval of a resolution authorizing the issuance of approximately \$195 million of student loan revenue bonds.

Background

The Board of Regents (UHEAA) currently has \$491 million of Variable Rate Demand Bonds (VRDO) outstanding (in addition to \$1.665 billion of other kinds of bonds). As a result of turmoil in the financial markets and a downgrading of the bond issue's insurance provider, the VRDO bonds are currently not marketable. These bonds are held by two banks under standby bond purchase agreements executed with the Board (UHEAA) at the time of issuance. These bonds currently carry an interest rate of 5.25 %. Market conditions are such that new bonds could be issued at much lower rates if a bank would provide a letter of credit guaranteeing the repayment of bond principal in the case of any future problems. UHEAA staff has been able to obtain such a letter of credit from Wells Fargo Bank in the amount of \$200 million. The letter of credit will allow the Board (UHEAA) to issue new bonds in the amount of approximately \$195 million. Proceeds from sale of the new bonds will be used to retire old bonds. The differential between interest rates on existing bonds and expected interest rates on new bonds will result in estimated annual savings to the Board (UHEAA) of approximately \$5.7 million.

At its meeting on November 20, 2008, the Student Finance Subcommittee voted unanimously to recommend Board of Regents adoption of the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Senior Series 2008A. Board of Regents adoption of the Resolution is necessary to provide authority for issuance and sale of the bonds.

**Proposed Structure**

Based upon review and analysis of the loan program's needs, alternative structures, pricing, and current circumstances, the financing team has concluded that the Board would best be served by issuing tax exempt seven-day Variable Rate Demand Obligations (VRDO's) under a new 2008 Master Indenture.

Proposed terms are as follows:

Proposed Sale Date: December 17, 2008  
Proposed Closing Date: December 18, 2008

|                     | <u>Expected<br/>Rating</u> | <u>Proposed<br/>Amount</u> | <u>Var./ Fixed<br/>Rate</u> | <u>Maturity</u> | <u>Tax<br/>Status</u> |
|---------------------|----------------------------|----------------------------|-----------------------------|-----------------|-----------------------|
| Senior Series 2008A | AAA                        | \$191,500,000              | Variable                    | 12/01/48        | Tax Exempt            |

#### Proposed Not-to-Exceed Parameters

|                                                                          | <u>Not-to-Exceed<br/>Parameter</u> | <u>Resolution<br/>Reference</u> |
|--------------------------------------------------------------------------|------------------------------------|---------------------------------|
| • Total Principal Amount                                                 | \$195,000,000                      | Section 5                       |
| • Principal Amount of Bonds That May Bear Variable Interest Rates        | \$195,000,000                      | Section 5                       |
| • Maximum Interest Rate of Tax - Exempt Variable Rate Demand Obligations | 12.0%                              | Section 5                       |
| • Maturity Dates                                                         | 12/01/2048                         | Section 5                       |
| • Underwriter's Discount                                                 | 50%                                | Section 7                       |

#### Basic Documents Requiring Approval

The Approving Resolution, provided as Attachment I, is in final draft form. Its approval by the Board will authorize the execution of a Trust Indenture, a First Supplemental Indenture, a Bond Purchase Agreement, an Official Statement, a Letter of Credit and Reimbursement Agreement, and other documents required in connection therewith.

The Trust Indenture and the First Supplemental Indenture are contracts between the Board and Wells Fargo Bank, as trustee, for the Bank to serve as custodian of funds and as authorized representative of bondholders in order to ensure compliance by the Board with provisions of the Indenture.

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

The Letter of Credit and Reimbursement Agreement is a contract between the Board and Wells Fargo Bank for the Bank to provide an irrevocable direct-pay letter of credit to provide funds for the payment of principal and interest of any bonds tendered for payment pursuant to the provisions of the Indenture.

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



Copies of the draft bond documents described above were mailed under separate cover to members of the Finance, Facilities and Accountability Committee. Copies are available upon request for other members of the Board from Richard Davis at (801) 321-7285. UHEAA staff, representatives of the Attorney General's Office, and Bond Counsel will attend the Board of Regents meeting on December 5 to answer questions.

#### Options Considered

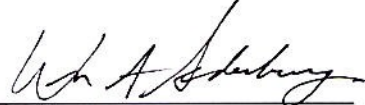
The Student Finance Subcommittee, Program Officers, Underwriters and Bond Counsel periodically review and consider a wide range of financing facilities and structures. The possible merits of locking in current interest rates by issuing fixed rate bonds are considered each time. However, the current variable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

#### Policy Implications

Issuance of the Board's Student Loan Revenue Bonds, Senior Series 2008A, is projected to provide an annual reduction of interest expense in the amount of \$5.7 million

#### Recommendation

The Commissioner recommends that the Board of Regents approve the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Senior Series 2008A.

  
William A. Sederburg, Commissioner

WAS/DAF/ROD  
Attachment

Salt Lake City, Utah  
December 5, 2008

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the University of Utah in Salt Lake City, Utah on December 5, 2008, commencing at \_\_\_\_\_ a.m. The following members were present:

|                     |            |
|---------------------|------------|
| Jed H. Pitcher      | Chair      |
| Bonnie Jean Beesley | Vice Chair |
| Jerry C. Atkin      | Member     |
| Janet A. Cannon*    | Member     |
| Rosanita Cespedes   | Member     |
| France A. Davis     | Member     |
| Katharine B. Garff  | Member     |
| Greg W. Haws*       | Member     |
| Meghan Holbrook     | Member     |
| David J. Jordan     | Member     |
| Nolan E. Karras     | Member     |
| Robert S. Marquardt | Member     |
| Basim Motiwala**    | Member     |
| Anthony W. Morgan   | Member     |
| Marlon O. Snow      | Member     |
| Teresa L. Theurer   | Member     |
| Joel D. Wright      | Member     |
| John H. Zenger      | Member     |

Absent:

Also Present:

|                      |                                     |
|----------------------|-------------------------------------|
| William A. Sederburg | Commissioner of Higher<br>Education |
| Joyce Cottrell, CPS  | Secretary                           |

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance of student loan revenue bonds.

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\* Non-voting Member from the State Board of Education.  
\*\* Student Member.

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

AYE:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE "BOARD") AUTHORIZING THE ISSUANCE AND SALE OF ITS STUDENT LOAN REVENUE BONDS, SERIES 2008A IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$195,000,000; AUTHORIZING THE EXECUTION OF A TRUST INDENTURE, A FIRST SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, A LETTER OF CREDIT AND REIMBURSEMENT AGREEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

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

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

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue student loan revenue bonds pursuant to a Trust Indenture (the "General Indenture") between the Board and Wells Fargo Bank, National Association (the "Trustee") as supplemented and amended by a First Supplemental Indenture (the "First Supplemental Indenture" and together with the General Indenture, the "Indenture") between the Board and the Trustee, which bonds will be designated as the State Board of Regents of the State of Utah Student Loan Revenue Bonds, Series 2008A (or such other or additional designation as officers of the Board may determine) (the "Series 2008A Bonds") in an aggregate principal amount of not to exceed \$195,000,000; and

WHEREAS, the Board desires to provide liquidity and credit support for the Series 2008A Bonds bearing a floating variable rate of interest by causing Wells Fargo Bank, National Association (the "Bank") to deliver a letter of credit (the "Letter of Credit") pursuant to a Letter of Credit and Reimbursement Agreement (the "Reimbursement Agreement") between the Board and the Bank; and

WHEREAS, the Board desires to use the proceeds of the Series 2008A Bonds to (i) obtain funds to finance student loan notes and other debt obligations reflecting loans to

students under its Student Loan Program, (ii) fund a deposit to a reserve account and (iii) pay costs of issuance of the Series 2008A Bonds; and

WHEREAS, the Series 2008A Bonds and the Board's obligations under the Reimbursement Agreement and the Indenture shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

WHEREAS, there has been presented to the Board at this meeting forms of the Bond Purchase Agreement to be entered into between the Board and the herein described Underwriter (the "Bond Purchase Agreement"), the Official Statement for use in marketing the Series 2008A Bonds (the "Official Statement"), the Reimbursement Agreement, and the Indenture; and

WHEREAS, pursuant to Section 53B-13-104(9) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates and purchase prices at which the Series 2008A Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this resolution; provided such terms do not exceed the parameters set forth in this resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the issuance of the Series 2008A Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Official Statement in substantially the form presented to the Board at this meeting, with such alterations, changes or additions as may be authorized by Section 11 hereof, in connection with the offering and sale of the Series 2008A Bonds.

Section 4. The Indenture, in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver the Indenture in the form and with substantially the same content as presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 11 hereof.

Section 5. For the purpose of providing funds to (i) finance student loan notes and other debt obligations reflecting loans to students under its Student Loan Program, (ii) fund a deposit to a reserve account and (iii) pay costs of issuance of the Series 2008A Bonds, the Board hereby authorizes the issuance and sale of the Series 2008A Bonds in



the aggregate principal amount of not to exceed \$195,000,000. The Series 2008A Bonds bearing variable rates of interest shall bear interest as provided in the Indenture and such rates shall not at any time exceed twelve percent (12%) per annum (except as may be provided in the Reimbursement Agreement). The Series 2008A Bonds shall mature on such date or dates, as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, on or before December 1, 2048. The issuance of the Series 2008A Bonds shall be subject to final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2008A Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, tender, remarketing, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the First Supplemental Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and seal by manual or facsimile signature the Series 2008A Bonds and to deliver the Series 2008A Bonds to the Trustee for authentication. All terms and provisions of the Indenture are hereby incorporated in this Resolution. The appropriate officials of the Board are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2008A Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2008A Bonds shall be sold to Wells Fargo Brokerage Services, LLC (the "Underwriter"), with an Underwriter's discount of not to exceed one half of one percent (.50%) of the face amount of the Series 2008A Bonds, plus accrued interest, if any. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Bond Purchase Agreement and the Official Statement, in substantially the form and with substantially the same content as presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2008A Bonds and such alterations, changes or additions as may be authorized by Section 11 hereof. Pursuant to Section 53B-13-104(9) of the Act, the Chair and/or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee, are each hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, rate determination methods and purchase price with respect to the Series 2008A Bonds for and on behalf of the Board by the execution of the Bond Purchase Agreement and the Indenture and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Deputy Executive Director of UHEAA and Secretary are hereby authorized to take all action necessary or reasonably required by the Bond Purchase Agreement and the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 9. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee, for and on behalf of the Board, and the Trustee are, and each of them is, hereby authorized to enter into an investment agreement or agreements (the "Investment Agreement"), in form and substance satisfactory to the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee. Any and all proceeds of, and investment income attributable to, the Series 2008A Bonds may be loaned to or deposited from time to time pursuant to the Investment Agreement for the periods, and at the interest rates, specified therein.

Section 10. The Reimbursement Agreement, in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Reimbursement Agreement in the form and with substantially the same content as presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 11 hereof.

Section 11. The appropriate officials of the Board, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are authorized to make any alterations, changes or additions in the Indenture, the Series 2008A Bonds, the Bond Purchase Agreement, the Official Statement, the Reimbursement Agreement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States or to the final agreement with the Underwriter and the Bank within the parameters established herein.

Section 12. The appropriate officials of the Board, including without limitation the Chair, the Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, the Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Deputy Executive Director of UHEAA and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 13. Upon their issuance, the Series 2008A Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture and such Series 2008A Bonds. No provision of this Resolution, the Series 2008A Bonds, the Bond Purchase Agreement, the Indenture, the Reimbursement Agreement, the Investment Agreement or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board.

Section 14. After any of the Series 2008A Bonds are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2008A Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 5<sup>TH</sup> DAY OF DECEMBER, 2008.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

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Chair

ATTEST:

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Secretary

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

(SEAL)

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Chair

ATTEST:

---

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on December 5, 2008 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 5<sup>th</sup> day of December, 2008.

---

Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the December 5, 2008 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on \_\_\_\_\_, 2008, at least twenty-four (24) hours prior to the convening of such meeting, in the form attached hereto as Exhibit A; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Exhibit A to be provided on \_\_\_\_\_, 2008, at least twenty-four (24) hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2007-2008 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Exhibit B) to be posted on May 9, 2008, at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on [September 14], 2007, to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 5<sup>th</sup> day of December, 2008.

(SEAL)

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Secretary



EXHIBIT A

Notice of Public Meeting

[See Transcript Document No. \_\_\_\_]

EXHIBIT B

Notice of Annual Meeting Schedule

[See Transcript Document No. \_\_\_\_]

December 1, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: SLCC – Sale of Two Parcels of the College's Miller Campus Property to Utah Transit Authority

Issue

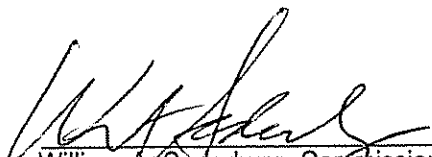
Salt Lake Community College has received an offer from Utah Transit Authority (UTA) to purchase two parcels of SLCC's Miller Campus property. UTA seeks to construct new Front Runner rail-line on this property. As described in the attachment, the property needed by UTA (both parcels) was appraised using standard appraisal methods by Free and Associates, Inc.; both properties are located on the west edge of the Miller Campus. (See attachment for details and drawings.)

- Parcel 1 located at 9768 South 300 West
  - 5,816 sq feet (and a temporary easement of an additional 3,361 sq feet)
  - Appraised at \$84,700
- Parcel 2 located at 9424 South 300 West
  - 85,802 sq feet (1.97 acres)
  - Appraised at \$85,900

SLCC seeks approval of the sale of the described property.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the sale of the two land parcels to UTA.

  
William A. Sederburg, Commissioner

WAS/GLS/TC  
Attachment

November 17, 2008

Commissioner William A. Sederburg  
Utah System of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Dear Commissioner Sederburg:

Re: Utah Transit Authority Offer to Purchase Land at the Miller Campus for Front Runner Line Extension

Salt Lake Community College requests Board of Regents' approval to accept Utah Transit Authority's offers to purchase two parcels of the College's Miller Campus property.

The first offer is for a parcel located at 9768 South 300 West SAN-03 and 3B. The property being sought is located along the west edge of the Miller Campus along the existing rail line (see attached drawing). The property will be used for construction of the new Front Runner line. The portion of the property needed by UTA has been valued using standard appraisal methods by Free and Associates, Inc. The property in question consists of 5,816 square feet to be purchased and a temporary easement on an additional 3,361 square feet of land. The offer is for the appraised value of \$84,700.00.

The second offer is to purchase another parcel of the Miller Campus property located at 9424 South 300 West SAN-04 consisting of 85,802 square feet of land (1.97 acres). This property is also located along the west edge of the Miller Campus along the existing rail line (see attached drawing). It includes part of the wetlands where the College intends to build a jogging path for the campus. This property will also be used by UTA for construction of the new Front Runner rail line. This portion of the property needed by UTA has also been valued using standard appraisal methods by Free and Associates, Inc. The offer is for the appraised value of \$85,900.00.

The work done by the appraisers demonstrates that the offered price is consistent with like properties sold within the last two years. A factor to adjust the value as a result of the wetlands designation also seems appropriate for the second parcel. It is our opinion that the offering prices are adequate, especially taking into consideration the current condition of the real estate market.

Commissioner William A. Sederburg  
November 17, 2008  
Page Two

We request that this issue be placed on the agenda for the December meeting of the Board of Regents for review and approval. The Board of Trustees will consider this purchase at its December meeting. Please contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'DRK', with a long horizontal line extending to the right.

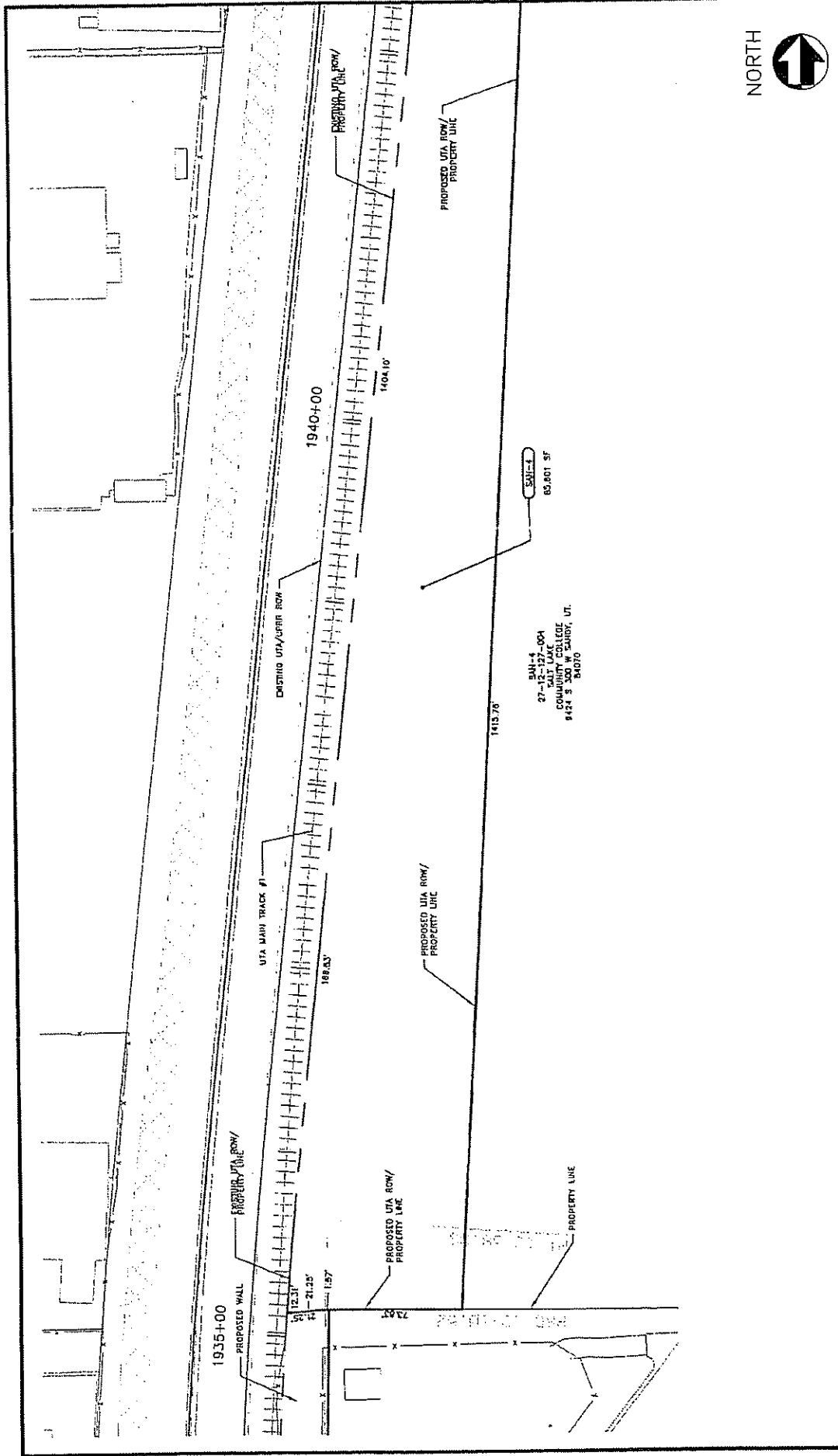
Dennis R. Klaus  
Vice President of Business Services

DRK/kp

Attachments

cs: Cynthia Bioteau  
Gregory Stauffer

[illegible]









November 24, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA Update

Issue

The challenges facing the student loan program have been well publicized as discussed with the Board previously. UHEAA has developed a plan to weather the current financial storm and to make student loans available through the 2009-10 academic year. Listed below is an update concerning UHEAA.

- 1. Fully Funding Loans with No Delays for Students.** Despite continuing turmoil and volatility in the financial markets, UHEAA has been able to meet this year's demand for student loans in full with no delays for students. This is an important accomplishment for institutions and students who have experienced no disruption in service in contrast to many other areas of the country where student loans have either been curtailed or delayed.
- 2. Student Loan Volume Up 19 Percent.** UHEAA's loan volume is up more than 19 percent year-to-date compared to the same period last year. Increases in enrollment combined with Federal rule changes, which increased borrowing limits by \$2,000 annually, account for much of the increase. For the first four months of this fiscal year, UHEAA has processed more than \$295 million in student loans to approximately 44,000 borrowers. Estimated loan volume for the 2008-2009 fiscal year will be approximately \$400 million to 90,000 students. UHEAA plans to meet the growing demand for student loans with a combination of its available capital and funds provided by the remaining participating lenders.
- 3. UHEAA's Commitment As Loan Originator.** To assure access to student loans, UHEAA is functioning as an originating lender. This move was necessary since many lenders have either curtailed or ceased making student loans. UHEAA's largest volume student loan lenders at present are U.S. Bank, America First Credit Union, Mountain America Credit Union, Utah Community Credit Union, and University of Utah Credit Union. UHEAA expects to make approximately \$100 million of the \$400 million total for the year as an originating lender. Having UHEAA make loans directly has been very much appreciated by the institutions and is an important part of the effort to ensure loans are available to all eligible students.

**4. UHEAA Approved for Secretary of Education's Liquidity Plan.** UHEAA is approved to participate in the U.S. Secretary of Education's liquidity plan and is planning to sell all loans made for the 2008-2009 fiscal year to the Secretary. Participation in the Secretary's liquidity plan is essential as an outlet for these loans which cannot be economically financed due to Congressionally-mandated yield cuts for student loans and the ongoing disruption in the credit markets.

**5. One-Year Extension of Liquidity Plan.** Recently, Congress passed and President Bush signed a one-year extension to the Secretary's liquidity plan. The extension allows UHEAA to sell loans to the Secretary through June 30, 2010 and adds a measure of stability to the very chaotic student loan market. The additional year allows more time for the financial markets and political issues surrounding student loans to evolve without disrupting the availability of loans. UHEAA continues to urge Congress to leave loan servicing and collection at the local level for loans which are sold to the Department. Senator Hatch will visit the UHEAA offices on December 1, 2008 for a briefing on the student loan program.

**6. Restructuring UHEAA's Existing Debt.** UHEAA continues to pursue all available options to restructure its debt to obtain lower interest rates. While uncertainty in the financial markets has made it impossible to find all of the necessary capital to restructure existing debt, UHEAA has been able to obtain a letter of credit financing as an important first step (see report entitled, "*UHEAA—Approving Resolution, SBR Student Loan Revenue Bonds, Senior Series 2008A*"). Recent interventions by the federal government into the capital markets may also help eventually. However, UHEAA remains saddled with much higher than normal interest rate costs. Assuming adequate capital remains unavailable for the rest of this fiscal year, UHEAA projects a loss of approximately \$6.8 million at June 30, 2009, the first operating loss in its 32 years of operation.

**7. Lower Default Rate.** UHEAA's default prevention unit has helped lower UHEAA's default rate from 4.3% to 2.8%. UHEAA's default rate remains significantly below the national average of 5.2%.

Commissioner's Recommendation

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



William A. Sederburg  
Commissioner of Higher Education

WAS/DAF

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Campus Retention Plan Reports from the University of Utah and Salt Lake Community College - Information Item

Issue

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

Today's reports from the University of Utah and Salt Lake Community College conclude the Campus Retention Reports initiative.

Commissioner's Recommendation

This item is for information only and requires no action.

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William A. Sederburg  
Commissioner of Higher Education

WAS:cm  
Attachments





## Summary Report on Retention Presented to the Utah State Board of Regents December 5, 2008

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Post-secondary educational persistence and success is a concern for most, if not all, U.S. colleges and universities. Average first to second year retention rates hover around 40 to 50% in two-year colleges and approximately 70 to 85% in public four-year institutions. Moreover there is growing concern over the length of time students take to graduate. National statistics suggest that only approximately 50% of students across the country will graduate from their four-year institution within 6 years.

The University of Utah has a long history of attending to students' success and continues to make strides in assuring that all students have the opportunity to succeed. After adjusting for students who go on LDS church missions, approximately 80% of our first-time freshman students return their second year and approximately 54% graduate within 6 years. The University's retention rate has increased by 9 percentage points since 2000 and now compares favorably to our peer institutions. In contrast, our graduation rate has remained relatively stable during the last decade and falls below that of our peer institutions.

The University has in place a set of initiatives designed to promote student retention, increase graduation rates, and reduce time to graduation. These efforts include, but are not limited to, what follows:

Teaching. One of the most important things the University does to insure student academic persistence and success is to provide students with a quality education directed by a highly qualified research and teaching faculty. The quality and diversity of the U's faculty provides an especially rich undergraduate scholarly experience and the majority (71%) of graduating students report their interactions with faculty were moderately to strongly positive.

Mandatory Advising. The University recently implemented a mandatory academic advising model

that requires all freshmen to meet with their academic advisor prior to being permitted to register for the next semester. Academic advisors are an early and critical point of contact for new students and can serve to promote goal directed behavior on campus – and thus retention.

Graduation Guarantee. Another recently implemented program is the graduation guarantee. This program encourages students to enter into a contractual agreement with an academic department whereby the department commits to offering required courses according to a particular schedule and the student commits to taking those courses accordingly. The intent is to create a structure that will help students stay on track to a timely graduation.

Coordination. The University's efforts to enhance student retention are coordinated through the ongoing work of the Student Retention and Assessment Committee whose membership includes faculty, staff and administrators. This year, the Committee approved and advanced the University's membership in the Voluntary System of Accountability, a nationwide effort to promote institutional accountability for student learning outcomes. The Committee oversees regular student and faculty assessment efforts such as the use of the Student Readiness Inventory, the National Survey of Student Engagement, and upcoming administration of the Faculty Survey of Student Engagement. These instruments can be used to align student success resources with students' needs and to identify potential areas for institutional improvement.

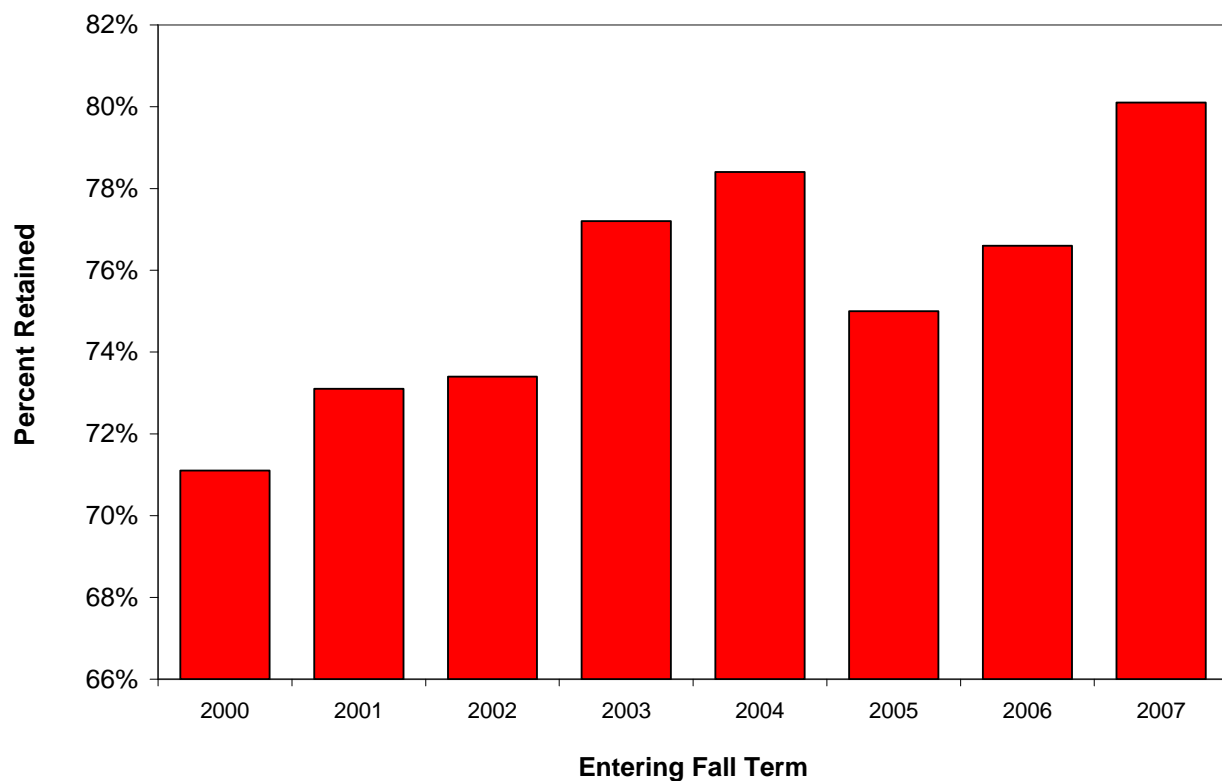
Student Engagement. Research indicates that the extent of student engagement with faculty and fellow students correlates positively with retention. Engagement is particularly challenging for institutions, like the U, with large numbers of commuter students. Accordingly the University has expanded programs designed to enhance engagement. Here are several examples:

- **Honors College:** Enriching the educational experience of exceptional students through challenging curriculum, experiential and project-based learning, and mentorship, the Honors College represents a community of excellence on campus. About ten percent of undergraduates participate in Honors at least to some extent.
- **Service Learning:** Celebrating its 20<sup>th</sup> year on campus, the Lowell Bennion Community Service Center promotes lifelong civic engagement and service through its range of service learning and volunteer programs. Approximately 100 courses carry the service learning designation each semester, with annual enrollments totaling 3,500.
- **Undergraduate Research:** Over 200 students each year participate in the Undergraduate Research Opportunities Program, one of several programs that promote student engagement by involving undergraduate students in faculty scholarship and creativity.

Academic Support. Finally, the University employs a number of evidence-based student academic support programs designed to ensure success in the classroom including:

- **Supplemental Instruction:** This longstanding academic support program utilizes peer-assisted study sessions to target students enrolled in high-risk academic courses and served over 1,600 students at the University last year.
- **Academic tutoring:** A wide range of tutoring resources across campus provides students with course-specific academic assistance.
- **First-year transition programs:** Research clearly shows the beneficial effects of providing students with structured transitional experiences during their first year of college. The Learning, Engagement, Achievement, Progress (LEAP) program and the Strategies for College Success (EDPS 2600) course promote the successful transition of about one-third of all incoming first-year students.

**University of Utah Freshmen Retention Rate (Mission Adjusted)**





## **Board of Regents Handout—Student Success and Retention December 5, 2008**

### **Strategic Planning**

1. One of SLCC's key Strategic Priorities is to *Increase Student Access and Success*, and our Vice President of Instruction and Vice President of Student Services co-chair a standing Student Access and Success Committee that meets twice a month.
2. The Student Access and Success Committee has informed its retention initiatives with data contained in the SLCC Institutional Effectiveness Matrix (an evolving planning and assessment tool) that gives the current states of performance indicators related to Strategic Priorities. Where possible, student retention performance indicators have been benchmarked against comparable community colleges through the National Community College Benchmarking Project.

### **Existing Efforts**

1. StartSmart extended orientation is in its fourth year.
2. Focused Tutoring, in its second year, provided one-to-one weekly tutoring throughout the semester.
3. Supplemental Workshops, a collaborative effort between Student Services and academic departments to increase learning support for students in high risk courses.
4. Teacher Recruitment Scholarship for Diverse Students.
5. Horizonte Alternative High School Scholarship Cohort.
6. Transition to Adult Living Scholarship Mentor Program.
7. QUEST, in its tenth year, is a summer transition program coordinated by TRiO and designed to increase college-readiness of approximately 20 underrepresented students.
8. Reading Assessment and Placement Initiative began in Summer of 2008 with students who do not place at college reading level being advised to take the appropriate Reading course(s).
9. Early Alert Notification is a long-standing effort that provides faculty the opportunity to notify Advising of concerns about students' attendance or performance in class.
10. The Academic Standards program provides active intervention with students whose GPA's fall below 2.0.
11. TriO Student Support Services provides intensive advising, financial aid coaching, tutoring and engagement activities to low income and first generation college students to increase retention, graduation, and transfer.

### **New Initiatives**

1. First Year Experience pilot targeting underprepared members of underrepresented populations to start Fall of 2009.
2. Installing data storage and analysis capabilities to track student cohorts.
3. Installing business intelligence reporting software (Cognos) to provide administrators and directors ongoing access to real time data on student enrollment.
4. An effort to create departmentally sustained learning communities in high enrollment Gen Ed courses commences this academic year.
5. Targeted faculty training for courses with high rates of withdrawals and grades of D or E.
6. The Reading Initiative will be expanded in Summer of 2009 with Reading prerequisites placed on American Institutions, Biological Sciences, and Quantitative Literacy courses.

November 26, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Legislative Priorities for 2009

In preparation for the 2009 Legislative Session, we have prepared the attached document detailing proposed legislative priorities for the Utah System of Higher Education. These include the budget recommendation of the Board of Regents and Capital Facilities priorities approved by the Board of Regents on September 5, 2008, and several items that will require legislative action in the form of bills. All are described in the attached document.

In addition, the Commissioner's Office, USHE presidents and their staffs will be closely monitoring legislation that could impact the Utah System of Higher Education, now and throughout the legislative session, and Associate Commissioner Buhler will prepare a weekly report on the status of higher education priorities and other issues of interest.

Recommendation

The Commissioner recommends that the Board consider these priorities, and endorse them as the priorities of the Utah System of Higher Education. Further, the Commissioner recommends that the Board authorize the Commissioner, in consultation with the presidents, to monitor, support, or oppose on a case-by-case basis other legislation that will be introduced during the 2009 Legislative Session. Finally, the Commissioner recommends that the Board be given regular reports during the Legislative Session regarding items of interest to the Utah System of Higher Education.

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William A. Sederburg  
Commissioner of Higher Education

WAS/DB  
Attachments



### Operating Budget Request

The USHE Operating Budget Request is based on four top priorities:

1. People - compensation & benefits
2. Students - financial aid commitments
3. System Viability - O & M, Utilities
4. Economic Development – workforce development

- **People (compensation & benefits)**

USHE is requesting equitable treatment of its employees with other state employees in compensation and benefits. Any cost-of-living-adjustments and benefits packages approved for employees by the Legislature should include higher education. Campus presidents continue to face challenges retaining key faculty.(We compete in a national market.) USHE requests ongoing funding to assist with faculty retention.

- **Students (financial aid commitments)**

- *Regents' Scholarship*

- USHE is requesting \$2,250,000 ongoing funds and \$750,000 one-time funds to ensure the viability and rapid growth of the *Regents' Scholarship*. Introduced in 2008, the scholarship awards Utah high school students for taking a more rigorous curriculum to prepare for a post-secondary education. With very little publicity, 185 scholarships were awarded and all of the 2008 scholarship funds have been committed. There is increased interest this year and high schools are responding by adding rigor.

- *New Century Scholarship*

- USHE is requesting \$762,600 to meet the growth in students who are eligible for the *New Century Scholarship*.

- *Need-based Aid (UCOPE)*

- USHE is requesting \$2,000,000 in need-based financial aid for the Utah Centennial Opportunity Program for Education (UCOPE). This would bring the funding up to the level of two years ago.

Operating Budget Request (continued)

- **System Viability (O & M, Utilities, Enrollment Growth)**

USHE is requesting funds for the ongoing viability and maintenance of existing higher education infrastructure.

|                                                                                              |               |
|----------------------------------------------------------------------------------------------|---------------|
| Utility rate increases                                                                       | \$ 1,675,100  |
| O&M for non-state funded projects                                                            | \$ 2,109,700  |
| Other Costs (Minimum wage increases, fuel,<br>IT infrastructure, statewide CTE articulation) | \$ 2,126,400  |
| Enrollment growth (new students enrolled Fall 2008)                                          | \$ 11,369,700 |

- **Economic Development**

USHE is requesting continuing funds to continue programs for training engineers and teachers. Despite the economic challenges, Utah still faces a talent force shortage in the teaching, engineering, and the career and technical fields.

|                        |              |
|------------------------|--------------|
| Teacher Initiative     | \$ 4,000,000 |
| Engineering Initiative | \$ 3,000,000 |
| CTE Funding            | \$ 3,000,000 |

USHE also supports the ongoing retention of resources allocated to the USTAR program.



## Capital Development

Below is the approved list of USHE building projects as ranked by the Utah State board of Regents and the State Building Board. These projects are driven by two primary factors, enrollment increases (+8% headcount for fall 2008), and aging buildings (47% of the state's higher education facilities are over 30 years old).

USHE is requesting bonding for higher education facilities. Despite the loss of over 13,000 jobs in the construction industry, the state still added over 3,000 high-tech jobs to its economy - jobs that require greater post-secondary education. Approval for higher education facilities would help institutions better meet the demand for skilled workers in these high-tech industries, while at the same time help improve the economy's "soft-spot" in the construction industry by moving forward with large construction projects despite the state's economic slowdown.

| Regent Priority | Building Board | Institution and Project                               | State Funds          |
|-----------------|----------------|-------------------------------------------------------|----------------------|
| 1               | 5              | UU - David Eccles School of Business                  | \$25,815,000         |
| 1               | 3              | SLCC - Digital Art and Design                         | \$26,490,000         |
| 2               | 9              | USU - Business Building Addition & Remodel            | \$39,946,000         |
| 3               | 12             | SUU - Science Center Addition                         | \$15,390,000         |
| 3               | 11             | DSC - Centennial Commons                              | \$35,590,000         |
| 4               | 13             | UVU Sciences and Health Sciences Building Addition    | \$54,248,000         |
| 5               | 17             | CEU - Arts & Education Building                       | \$21,473,000         |
| 6               | 18             | WSU - Professional Programs Classroom Bldg. (Davis 3) | \$39,751,000         |
| Not Ranked      | Not Ranked     | UU - Skaggs Pharmacy Building                         | \$30,000,000         |
| Not Ranked      | 21             | USU - Kent Concert Hall Addition/Renovation           | \$6,290,000          |
| <b>Total</b>    |                |                                                       | <b>\$294,995,000</b> |



## Key Legislation

- **Regents' Scholarship Technical Amendments (Sen. Hillyard)**
  - Enhance the sustainability of the program by changing the exemplary award from 75% of tuition to a flat amount such as \$5,000 (and make parallel changes in the New Century Scholarship)
  - Eliminate the International Baccalaureate track for eligibility
  - Make technical changes
- **Engineering & Computer Science Initiative Amendments (Sen. Hillyard)**
  - Change the loan forgiveness program to a financial aid program to better use the limited amount appropriated and reduce administrative overhead costs
- **Career and Technical Education Amendments (Rep. Bigelow)**
  - UCAT Legislation prepared by the Legislative Task Force
  - Clarifies governance and mission of UCAT
  - Consolidates SLTATC into Salt Lake Community College, and leaves Tooele ATC as a stand-alone campus
- **Concurrent Enrollment Amendments (Sen. Dayton)**
  - Sen. Dayton's initiative to strengthen and improve the state's Concurrent Enrollment program
  - Modifies funding formula to take into account program delivery
  - Encourages college-readiness and quality through assessment and stricter oversight
  - Count and report concurrent enrollment students as scholarship recipients to reflect savings to students.
- **Tax Refund Designation to UESP (Rep. Dougall)**
  - Rep. Dougall's initiative to enable taxpayers to designate all or a portion of their Utah State Income Tax refund into UESP accounts to save for college.
- **Higher Education Tuition Credit (Rep. Dougall)**
  - Rep. Dougall's initiative to provide a nonrefundable tax credit for college tuition and mandatory fees.



Utah System of Higher Education  
**Operating Budget Request Summary (Tax Funds Only)**  
 FY 2009-10 and FY 2008-09 Supplemental



ESTIMATED FY 2009-10 STATE TAX FUNDS ADJUSTED BASE BUDGET

\$ 736,246,600

**USHE BUDGET PRIORITIES** **\$37,488,600 plus compensation**

|                                               |                                        |            |
|-----------------------------------------------|----------------------------------------|------------|
| 1. Compensation <sup>(note)</sup>             | <i>Base Compensation + \$5,195,100</i> |            |
| A. Base Compensation Package                  | <i>TBD</i>                             |            |
| B. Faculty Equity and Retention               | 5,195,100                              |            |
| 2. Continuing Operating Costs                 |                                        | 17,280,900 |
| A. Ongoing Base Adjustments                   |                                        |            |
| 1. Utility Rate Increases                     | 1,675,100                              |            |
| 2. Federal Minimum Wage Increases             | 481,100                                |            |
| 3. Gasoline Increases                         | 445,300                                |            |
| 4. O&M Requests for Non-State Funded Projects | 2,109,700                              |            |
| 5. IT Infrastructure                          | 1,000,000                              |            |
| 6. Statewide CTE Articulation                 | 200,000                                |            |
| B. Enrollment Growth                          | 11,369,700                             |            |
| 3. Student Financial Aid                      |                                        | 5,012,600  |
| A. Need Based                                 | 2,000,000                              |            |
| B. Merit Based                                |                                        |            |
| 1. Regents Scholarship                        | 2,250,000                              |            |
| 2. New Century Scholarship                    | 762,600                                |            |
| 4. Addressing Workforce Shortages             |                                        | 10,000,000 |
| A. Teachers                                   | 4,000,000                              |            |
| B. CTE                                        | 3,000,000                              |            |
| C. Engineering & Computer Science Initiative  | 3,000,000                              |            |

**ONE-TIME INCREASES** **\$2,150,000**

|                                |           |                    |
|--------------------------------|-----------|--------------------|
| 1. Student Financial Aid       |           | <u>\$1,750,000</u> |
| A. Need Based                  | 1,000,000 |                    |
| B. Regents Scholarship         | 750,000   |                    |
| 2. Academic Library Consortium |           | <u>\$400,000</u>   |

**SUPPLEMENTAL INCREASES** **\$663,500**

|                                               |         |                  |
|-----------------------------------------------|---------|------------------|
| 1. Utility Rate Increases                     | 3,000   | <u>\$663,500</u> |
| 2. O&M Requests for Non-State Funded Projects | 557,900 |                  |
| 3. New Century Scholarship                    | 102,600 |                  |

**REQUEST SUMMARY**

|                               |                                               |
|-------------------------------|-----------------------------------------------|
| <u>USHE Budget Priorities</u> | <u>\$37,488,600 plus compensation</u>         |
|                               | USHE Priorities Request Percent Increase 5.1% |
| <u>One-time Increases</u>     | <u>\$2,150,000</u>                            |
| <u>Supplemental Increases</u> | <u>\$663,500</u>                              |

**Notes:**

Equitable Compensation Package with State and Public Education Employees

The one percent salary number is approximately \$6,455,600, five percent health insurance is approximately \$4,089,600.

November 24, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Legislative Advocacy Plan – 2009

In consultation with the Regents' Strategic Planning and Communications Committee, the Commissioner's Office is preparing a new legislative advocacy action plan to assist in advancing Higher Education's agenda during the 2009 Legislative Session. The Committee is still finalizing its recommendations, which will be hand-carried to the December 5 Board of Regents meeting

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William A. Sederburg  
Commissioner of Higher Education

WAS/DB

## Legislative Breakfasts & Lunches 2009

As of December 4, 2008

Utah Valley University  
Snow College  
College of Eastern Utah  
11 Legislators attended (69%)

Thu. Nov. 13, Noon, Riverside Country Club

Southern Utah University  
Dixie State College  
4 legislators attended (57%)

Fri. Nov. 14, Noon, The Ledges

Utah State University  
5 legislators attended (83%)

Monday, Nov. 24, Noon, Old Main Champ Hall

Salt Lake County (UofU, SLCC)  
19 legislators attended (46%)

Thursday, Dec, 4, 7:30 a.m. Idaho Room, Little  
America Hotel

Weber State University

January (TBD, 7:30 a.m., at Weber State in  
Elizabeth Hall (new classroom building)

## **Legislative Advocacy Action Plan 2009 Legislative Session**

### **Objectives**

1. Increase understanding that a vital component of a healthy economic development plan is a strong and well-funded higher education system.
2. Minimize further budget cuts to higher education, including supporting Governor's proposal to phase-in cuts over three years.
3. Support funding for Higher Education capital facilities, likely through bonding.

### **Advocates**

In addition to the usual team of the Commissioner and Presidents and their staffs, we will coordinate with the following teams of advocates:

#### **Regents & Trustees Team**

Regents: Bob Marquardt, Meghan Holbrook, Nolan Karras, Marlon Snow

Two trustees to be invited from each institution

Kick-off – in January (date TBD) at SBR Offices. Presidents and Legislative Liaisons will be invited to attend.

#### **Business Leaders Team**

Bob Marquardt, Lead Regent, with Nolan Karras and Jerry Atkin.

A group of business leaders who support and are willing to champion state-wide higher education goals and causes, and coordinate with SL Chamber and other business groups as appropriate.

### **Capitol Hill Event**

Annual lunch is scheduled for Friday, February 6. We need to rethink the approach based on budget and political climate.



November 26, 2008

MEMORANDUM

To: State Board of Regents  
From: William A. Sederburg  
Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Regular Board Meeting held October 24, 2008, at Utah Valley University in Orem, Utah
- B. Grant Proposals
  - 1. University of Utah – Ed Institute of Education Sciences; “Comm of Caring Curriculum Development”; \$1,426,070. Paula Smith, Principal Investigator.
  - 2. University of Utah – U.S. Department of Energy; “Clean & Secure Energy”; \$3,306,315. Philip J. Smith, Principal Investigator.
  - 3. University of Utah – U.S. Department of Energy; “X-Ray Contrast Agent”; \$1,597,585. Steven Poelzing, Principal Investigator.
  - 4. University of Utah – Lignin Biofuels LLC; “Lignin-to-Fuels”; \$2,067,720. Włodzimierz Zmierzak, Principal Investigator.
  - 5. University of Utah – National Institutes of Health; “Multifunctional Nanocarriers”; \$3,010,000. James W. Yockman, Principal Investigator.
  - 6. University of Utah – National Institutes of Health; “Validate PNG Trad Med for AIDS”; \$1,390,125. Louis R. Barrows, Principal Investigator.
  - 7. University of Utah – National Institutes of Health/National Cancer Institute; “BRCA Bridging Barriers”; \$3,780,377. Anita Kinney, Principal Investigator.
  - 8. University of Utah – Fox Chase Cancer Center; “Legacy”; \$2,023,378. Sandra S. Buys, Principal Investigator.

9. University of Utah – National Institutes of Health; “Topham DAG Kinase Delta”; \$1,881,250. Matthew K. Topham, Principal Investigator.
10. University of Utah – National Institutes of Health; “SNAI3 in T Cell Development”; \$1,693,125. John H. Weis, Principal Investigator.
11. University of Utah – National Institutes of Health; “Microbial Pathogenesis”; \$1,678,008. Janis J. Weis, Principal Investigator.
12. University of Utah – National Institutes of Health; “Vascular Angiotensinogen”; \$1,505,000. Andreas Rohrwasser, Principal Investigator.
13. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “Longitudinal Neuroimaging”; \$1,525,845. Perry Franklin Renshaw, Principal Investigator.
14. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “MR Research of Cannabis Use”; \$1,006,232. Deborah Ann Yurgelun-Todd, Principal Investigator.
15. University of Utah – Utah Arts Council; “BTS Professional Development”; \$1,616,800. Michael L. Hardman, Principal Investigator.
16. University of Utah – U.S. Department of Education; “Postsecondary Research Grant”; \$1,048,486. Andrea K. Rorrer, Principal Investigator.
17. University of Utah – National Science Foundation; “Center for Neural Interfaces”; \$25,000,000. Gregory A. Clark, Principal Investigator.
18. University of Utah – U.S. Department of Energy; “Adv Studies on Geologic CO<sub>2</sub>”; \$23,090,794. Milind Deo, Principal Investigator.
19. University of Utah – National Science Foundation; “Free”; \$19,802,345. Patrick McMurtry, Principal Investigator.
20. University of Utah – University of Missouri; “Solar Nanoantenna”; \$2,499,998. Steven Blair, Principal Investigator.
21. University of Utah – Environmental Protection Agency/National Risk Management; “Water-Energy Sustainability”; \$1,241,030. Steven John Burian, Principal Investigator.
22. University of Utah – National Institutes of Health; “Novel Prognostic Cancer Genes”; \$1,893,107. Andrea H. Bild, Principal Investigator.

23. University of Utah – National Institutes of Health; “Dynamics of Large-Scale Domain”; \$1,505,000. Donald K. Blumenthal II, Principal Investigator.
24. University of Utah – National Institutes of Health/National Institute of Environmental Health Sciences; “TRP Channels and Air Pollution”; \$1,204,000. Christopher A. Reilly, Principal Investigator.
25. University of Utah – National Science Foundation; “CACE”; \$12,500,000. Orest George Symko, Principal Investigator.
26. University of Utah – U.S. Department of Energy; “Cache”; \$12,500,000. Orest George Symko, Principal Investigator.
27. University of Utah – National Science Foundation; “Igert in Math Biology”; \$3,199,976. Frederick R. Adler, Principal Investigator.
28. University of Utah – National Institutes of Health; “High Resolution Spectroscopy”; \$1,881,250. Markus Babst, Principal Investigator.
29. University of Utah – National Institutes of Health; “Cancer Selective Compounds”; \$1,881,250. Matthew S. Sigman, Principal Investigator.
30. University of Utah – National Science Foundation; “Viral Adaptation”; \$1,460,248. Frederick R. Adler, Principal Investigator.
31. University of Utah – National Science Foundation; “Collaborative Research: Blood”; \$1,046,573. Aaron L. Fogelson, Principal Investigator.
32. University of Utah – National Institutes of Health; “EWS/FLI and its Targets”; \$1,881,250. Stephen L. Lessnick, Principal Investigator.
33. University of Utah – National Institutes of Health/National Institute of Diabetes; “Control of Insulin Resistance”; \$1,881,250. Donald E. Ayer, Principal Investigator.
34. University of Utah – National Institutes of Health; “Pelvic Floor Disorders”; \$3,739,957. Lisa Anne Albright, Principal Investigator.
35. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Ribonucleases Involved in RNAI”; \$2,794,204. Brenda L. Bass. Principal Investigator.
36. University of Utah – National Institutes of Health; “Regulation of Metabolism”; \$2,525,413. Carl Sennrich Thummel, Principal Investigator.

37. University of Utah – National Institutes of Health; “Genetic Studies in IBD Family”; \$2,254,490. Stephen L. Guthery, Principal Investigator.
38. University of Utah – National Institutes of Health; “Role of FGF8 During Lung Development”; \$1,881,250. Anne M. Moon, Principal Investigator.
39. University of Utah – National Institutes of Health; “Interleukin-2 in Memory T Cell”; \$1,881,250. Matthew A. Williams, Principal Investigator.
40. University of Utah – National Institutes of Health/National Institute of Diabetes; “Hepatic Lipid Metabolism”; \$1,881,250. Jared P. Rutter, Principal Investigator.
41. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; “Pelvic Floor Load Sensor”; \$1,881,250. Ingrid E. Nygaard MD, Principal Investigator.
42. University of Utah – National Institutes of Health; “Developing an Infection Free”; \$1,881,250. Roy D. Bloebaum, Principal Investigator.
43. University of Utah – National Institutes of Health/National Institute on Deafness and Other Communication Disorders; “Hearing Loss”; \$1,881,250. Yong Wang, Principal Investigator.
44. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Groel Regulation”; \$1,881,250. Costa P. Georgopoulos, Principal Investigator.
45. University of Utah – National Institutes of Health/National Cancer Institute; “Nanogels for Ovarian Cancer”; \$1,881,250. Margit-Maria Janat, Principal Investigator.
46. University of Utah – National Institutes of Health; “Whole Genome Screen”; \$1,842,627. Mark Yandell, Principal Investigator.
47. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; “Case Project”; \$1,734,362. Heather Todd Keenan, Principal Investigator.
48. University of Utah – National Institutes of Health; “Factors Successful Women Scientists”; \$1,505,000. Carrie L. Byington, Principal Investigator.
49. University of Utah – National Institutes of Health/National Library of Medicine; “Parallel Genetic Algorithms”; \$1,016,211. Julio Cesar Facelli, Principal Investigator.
50. University of Utah – National Institutes of Health/National Cancer Institute; “Neighborhood Effects”; \$1,505,000. Ming Wen, Principal Investigator.

51. University of Utah – National Institutes of Health; "Citicoline Treatment of Meth Dependency"; \$1,128,750. Perry Franklin Renshaw, Principal Investigator.
52. Utah State University – General Atomics; "Research Leading to the Development of Algae-based JP8 through Industry System Integration"; \$1,315,000. Jeff Muhs, Principal Investigator.

C. Grant Awards

1. University of Utah – U.S. Department of Energy; "Clean & Secure Energy"; \$3,306,319. Philip J. Smith, Principal Investigator.
  2. University of Utah – Research Partnership to Secure; "Tight-Gas Reservoirs"; \$1,068,862. Milind Deo, Principal Investigator.
  3. University of Utah – National Highway Traffic; "NEMSIS Tech. Assistance Center"; \$1,614,576. Newell C. Mann, Principal Investigator.
  4. University of Utah – Bioenergenix LLC; "PAS Kinase and Diabetes Therapy"; \$1,179,888. Jared P. Rutter, Principal Investigator.
  5. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "National Children's Study Wave-1"; \$1,000,000. Edward B. Clark, Principal Investigator.
  6. University of Utah – National Park Service; "Assistance for the University of Utah Museum of Natural History"; \$4,965,000. Sarah B. George, Principal Investigator.
  7. University of Utah – Lignin Biofuels LLC; "Lignin-to-Fuels"; \$1,981,063. Wlodzimierz Zmierzczak, Principal Investigator.
  8. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; "Prevention of Epilepsy"; \$5,574,406. H. Steve White, Principal Investigator.
  9. Utah State University – Utah State Office of Education; "EBLS Charter School Fund"; \$2,081,835. Sue McCormick, Principal Investigator.
  10. Utah State University – U.S. Naval Research Laboratory; "Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0001"; \$2,752,215. Niel Holt, Principal Investigator.
-

William A. Sederburg, Commissioner

WAS:jc  
Attachment

STATE BOARD OF REGENTS MEETING  
UTAH VALLEY UNIVERSITY, OREM, UTAH  
OCTOBER 24, 2008

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STATE BOARD OF REGENTS MEETING  
UTAH VALLEY UNIVERSITY, OREM, UTAH  
OCTOBER 24, 2008

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Janet A. Cannon  
Rosanita Cespedes  
France A. Davis  
Katharine B. Garff (by phone)  
Greg W. Haws  
Meghan Holbrook  
David J. Jordan  
Robert S. Marquardt  
Basim Motiwala  
Anthony W. Morgan  
Marlon O. Snow  
Teresa Theurer  
Joel D. Wright  
John H. Zenger

Regents Excused

Jerry C. Atkin  
Nolan E. Karras

Office of the Commissioner

William A. Sederburg, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Ronell Crossley, Research Officer, UHEAA  
Joseph Curtin, Director of Institutional Research  
Carrie Beckman, Policy and Special Projects Coordinator  
Richard O. Davis, Deputy Executive Director, Utah Higher Education Assistance Authority  
David A. Feitz, Executive Director, Utah Higher Education Assistance Authority  
Spencer Jenkins, Assistant Commissioner for Public Affairs  
Melissa Miller Kincart, Program Director for State Scholars Initiative  
Darren Marshall, Manager of Audit and Financial Services  
Cameron K. Martin, Assistant Commissioner for Administration and Planning  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
David S. Schwanke, Associate Executive Director of Finance and Accounting, UHEAA  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Lynne S. Ward, Director, Utah Educational Savings Plan  
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President  
John G. Francis, Senior Associate Vice President for Academic Affairs

Michael G. Perez, Associate Vice President for Facilities  
Laura Snow, Special Assistant to the President and Secretary of the University

Utah State University

Stan L. Albrecht, President  
Raymond T. Coward, Executive Vice President and Provost  
Michelle B. Larson, Assistant Provost  
Thomas R. Lee, Professor and Department Head, Family, Consumer and Human Development  
Whitney J. Pugh, Executive Director, Budget and Planning  
Susan O. Shapiro, Associate Professor of History

Weber State University

F. Ann Millner, President  
Brad Mortensen, Vice President for Institutional Advancement

Southern Utah University

Michael T. Benson, President  
Lindsey Brown, Registrar  
Gregory Stauffer, Vice President and Chief of Staff

Snow College

Scott L. Wyatt, President

Dixie State College

Stephen D. Nadauld, Interim President  
Randal S. Chase, Professor and Chair, Department of Communications  
Donna Dillingham-Evans, Vice President of Academic Services  
Donald Ray Hinton, Dean, Education, Humanities, Arts and Social Sciences  
Stanley J. Plewe, Vice President of College Services

College of Eastern Utah

Michael King, Interim President  
Brad King, Vice President of Institutional Advancement and Student Services  
Kevin Walthers, Vice President of Finance and Administrative Services

Utah Valley University

Elizabeth Hitch, Interim President  
Jack R. Christianson, Executive Director, Center for Engaged Learning  
Cory Duckworth, Vice President for Student Affairs  
Val Hale, Vice President for Institutional Advancement  
Brad Plothrow, Assistant Director of Communications  
Kyle Reyes, Academic Advisor, Multicultural Outreach  
Tim Stanley, Senior Research Analyst, Institutional Research  
Chris Taylor, Associate Vice President for Marketing and Communications

J. Karl Worthington, Interim Vice President for Academic Affairs

Salt Lake Community College

Joe Peterson, Vice President of Instruction  
Mason Bishop, Vice President of Institutional Advancement  
Kimberly Henrie, Senior Budget Officer  
Dennis Klaus, Vice President of Business Services

Utah College of Applied Technology

Richard L. White, President

Representatives of the Media

Wendy Leonard, *Deseret News*

Other Guests

Kelly Murdock, Wells Fargo Public Finance  
Spencer Pratt, Office of the Legislative Fiscal Analyst

Following a breakfast meeting with the Utah Valley University Board of Trustees, the Regents convened in Committee of the Whole at 9:00 a.m. Chair Jed Pitcher called the meeting to order and excused Regents Karras and Atkin. He welcomed Regent Garff, who joined the meeting by phone. He also welcomed Representative John Dougall.

Introduction of Regent Joel Wright. Chair Pitcher stated that Regent Wright had already taken the oath of office but had not formally been welcomed to the Board. He asked Regent Wright to tell the group about himself. Regent Wright said he was excited about the opportunity to serve on the Board of Regents. He is an attorney with Kirton and McConkie, where he was recently made a partner. He and his wife have four children.

Report of the Commissioner

Campus Visits. Commissioner Sederburg remarked that he had been on the job for two months and had only been able to unpack one box since he became Commissioner. He visited all nine USHE institutions and found the campuses to be very impressive in terms of physical infrastructure, quality of faculty and staff, student leadership, and innovative programming. He commended the Presidents for their vision and advocacy. He found that each institution was unique in its focus, but all were committed to collaborating with their sister institutions to best meet the needs in their respective areas.

Staffing. Dr. Cameron Martin has joined the Commissioner's staff as Assistant Commissioner for Administration and Planning. Dr. Greg Stauffer will be leaving SUU to become Associate Commissioner for Finance and Facilities, effective November 3. The legislative mandate to cut budgets included some of the pass-through funding that ultimately was appropriated to the institutions. Commissioner Sederburg said he was anticipating additional budget cuts in the 2009 General Legislative Session.

Planning. Dr. James Phelps gave a brief report by teleconference on his observations of the Utah System of Higher Education, based on interviews with key leaders. He compared the USHE to an orchestra that needs a common score, with a leader who knows how the music should sound. Each instrument is different, but together they form a beautiful ensemble. He recommended that the Regents and Commissioner build a comprehensive agenda to bring clarity and common goals to the system. He concluded by pointing out that the focus of the Trustees and Presidents is on their respective "piece" of the system. The Governor and the Legislature have the luxury of picking and choosing their issues. The Board of Regents, however, is responsible for the entire system and for leading it to a fulfilling future.

Regent Zenger explained that a planning exercise had been scheduled to allow the Regents, Presidents and others to determine how the Regents can better use their time and provide better leadership for higher education. To that end, a list of nine key roles of the Regents was prepared for discussion in smaller groups. The purpose of the discussion was to determine what functions are the most important for the Board to perform, and where the Regents "add value" for the institutions and the state. Regent Morgan asked the groups to add or modify the issues, if appropriate. These nine issues were suggested as a starting point:

1. Strategic planning for the Utah System of Higher Education
  - a. Mission and developmental strategy for each institution
  - b. Defining missions and roles within a system context for the short, intermediate and long term
  - c. Defining strategic issues for the USHE, such as increasing student participation, retention, graduation
2. Setting and advocating a public agenda for higher education in Utah; identifying and developing selected statewide policy initiatives
3. Selection and evaluation of USHE presidents
4. Establishing criteria and standards for new degree approvals (allowing the Commissioner's staff to largely implement, with the Regents functioning as an appeal body)
5. Identifying and facilitating operational efficiencies that can be achieved through networking among USHE institutions and through other means
6. Setting operating budget and capital facilities (and land acquisition) priorities for the system
7. Adopting a tuition policy (and implementation through setting tuition levels) that balances institutional needs for funds and the needs for affordable access for students and their families
8. Training and empowering institutional trustees (also OCHE training of institutional administrators where capacity issues are identified)
9. Expanding and strengthening relationships with the Legislature in order to improve efficiencies and public support

Groups were asked to keep in mind these questions: (1) What is missing? (2) What are the most important priorities? Regent Zenger asked each group to choose its three highest priorities, its three important but not highest priorities, and the three issues that would not be high priorities for the Regents. Assistant Commissioner Cameron Martin explained how the groups would be divided and gave directions for the various meeting rooms. Regents and Presidents were divided into two groups, and the gallery was divided into three additional groups.

The Board reconvened in Committee of the Whole at 10:55 a.m. Chair Pitcher asked the spokesperson from each group to report on his/her breakout group.

Regent Morgan said the Presidents and Regents in Group 1 were very candid and offered diverse opinions. The group's top priorities were issues 2 and 3; issues 1 and 9 were also considered important. Regent Theurer reported for the Regents and Presidents in Group 2. She said that group had a very lively discussion with differences of opinion. The group listed issues 1, 2 and 9 as its top priorities. The first gallery group included many students, so tuition and partnerships were discussed at length. Its top priorities were issues 1, 2 and 9, with 1-C determined to be the most important. The second gallery group thought issue 2 was the single most important priority for the Regents. The third gallery group was made up primarily of budget officers and Campus Compact leaders. Their top priority was to make the Board meetings more meaningful to the institutions.

Chair Pitcher thanked everyone for participating in this exercise. He asked Regents Zenger and Morgan to work with the Commissioner's staff to coordinate input and bring a new draft report to the Board for its December 5 meeting.

The Regents separated into their various committees at 11:05 a.m. and reconvened in Committee of the Whole at 12:20 p.m.

Chair Pitcher thanked President Hitch and her staff for their hospitality and the beautiful facilities in which the meeting took place.

#### State of the University

President Hitch showed a video presentation about what it means to be an engaged-learning institution and how faculty roles change in that context. Utah Valley University's goal is to be a premier engaged university. That vision is incorporated in UVU's Mission Statement. A Strategic Directions Advisory Committee identified four focus areas for UVU in 2008-2009: (1) engaged learning, (2) community engagement, (3) university student experience, and (4) resource development and efficiencies. This creates opportunities as well as challenges. President Hitch showed some slides detailing enrollment by gender, ethnicity and residency status. Because of high enrollment growth, it is taking longer to reach projected student-to-advisor ratios and to lower the number of classes taught by adjunct faculty. President Hitch pointed out that Utah Valley University has the least campus space per student and the lowest funding equity (tax funds per FTE student) in the Utah System of Higher Education. The State Office of Education predicts a 28.1 percent increase in senior class size by 2020; nearly 20,000 new students have enrolled in the Alpine School District since 1990.

Chair Pitcher thanked President Hitch for her report.

#### UHEAA Update

Dave Feitz, Executive Director of the Utah Higher Education Assistance Authority, explained the printed update that was sent out with the agenda as a supplement to Tab Q. He said this was a very challenging time for the student loan program. UHEAA has been able to fund all of its loans this year. The 19-member UHEAA

Board is chaired by Regent David Jordan. Regents Jerry Atkin, Nolan Karras and Tony Morgan also sit on the UHEAA Board, as does President Nadauld, who chairs the Student Finance Subcommittee. UHEAA has 194 employees and receives no state appropriations for its operating expenses. In addition to being the state's major financial aid provider, UHEAA is also heavily involved with college outreach through UtahMentor.org. The Utah Educational Savings Plan (UESP), Utah's 529 college savings plan, is also under the UHEAA umbrella. Approximately 100,000 students received UHEAA borrower benefits this fiscal year. While students pay for college through family support, scholarships, work, credit cards, and savings, student loans are the largest source of student financial aid. The average debt for graduating seniors with UHEAA loans is \$12,807, compared to the national average debt of \$19,300.

Director Feitz said UHEAA is confident it will be able to fully fund all student loans in 2009-2010 because the U.S. Secretary of Education's ability to purchase student loans has been extended through July 30, 2010. The Secretary of Education and the Secretary of the Treasury have indicated their goal is to restore the government guaranteed student loan market to normal operations. UHEAA is in a good position because of its not-for-profit mission, its financial strength, low overhead, and its experienced management team.

Regent Jordan assured the Regents that the UHEAA Board is carefully mentoring the balance between borrower benefits and reserves and UHEAA's willingness to take operating losses. The board has made a choice to continue to provide a good level of borrower benefits, although it has meant a loss in operating capital. If everything returns to the former status, UHEAA will be able to continue making student loans. In the meantime, the UHEAA Board is making wise decisions. Director Feitz said no eligible students have been denied student loans. UHEAA is one of the strongest financial aid agencies in the nation.

Commissioner Sederburg reassured the Regents that Director Feitz and the UHEAA Board have worked together well to develop a plan to weather the current economic storm. Action is still needed at the federal level to straighten out the loan markets. This is a good success story for Utah.

#### Reports of Board Committees

##### Programs Committee (Regent David J. Jordan, Acting Chair)

Utah State University – Latin Teaching Minor (Tab A). Chair Jordan said it appears the need for Latin is on the increase. More qualified teachers are needed to teach Latin in the high schools. Three Latin programs have been added in Utah high schools during the past three years. This minor will require only one additional course so no new faculty or resources will be needed.

Utah State University – Bachelor of Science Degree in Family Life Studies via Online Delivery (Tab B). Chair Jordan said the request was for a change in delivery method only. This will make the Family Life Studies program accessible to individuals who are place-bound with work and/or family responsibilities. The program will draw upon existing courses in the Family, Consumer and Human Development emphases to provide a rigorous curriculum with strong market appeal and utility for non-traditional students.

Utah State University – Master of Science Degree in Anthropology with a Specialization in Archaeology and Cultural Resource Management (Tab C). Chair Jordan said this program is particularly suited to the West, with interest in other remote locations. The minimum degree required by government regulation for this

certification is increasingly a master's degree. The program will prepare graduates for careers as archaeologists as well as prepare students who intend to pursue a Ph.D. degree at other institutions. No additional faculty will be needed.

**Chair Jordan moved approval of these three programs for Utah State University. Regent Snow seconded the motion, which was adopted unanimously.**

Consent Calendar, Programs Committee (Tab D). **On motion by Chair Jordan and second by Regent Zenger, the Regents approved WSU's request to rename the Composite Elementary/Special Education major in the Department of Teacher Education to Special Education (mild to moderate).** Chair Jordan explained that Weber State University's renaming was done to conform with accreditation issues.

Information Calendar, Programs Committee (Tab E). Chair Jordan said nothing controversial was submitted for information. The committee expressed interest in the work Dixie was doing to create new emphases on organization and leadership in its four-year baccalaureate program in communication. This program meets a significant need in the community.

Vice Chair Beesley assumed the chair so Chair Pitcher could report on the actions of the Finance Committee, assisted by WSU Vice President Brad Mortensen.

Finance Committee (Regent Jed H. Pitcher, Acting Chair)

UESP – Revised Policy R685, Utah Educational Savings Plan Trust (Tab F). Dr. Mortensen said the committee had reviewed the revised policy, which greatly simplified the program and set the program description. **Chair Pitcher moved approval of revised policy R685. Regent Davis seconded the motion, which was adopted.**

Utah Valley University – Campus Master Plan (Tab G). UVU Vice President Val Peterson noted the changes to UVU's current master plan were outlined in the Commissioner's memo to Tab G. The university's top priority is a new science building. In addition, three non-state funded projects have been added. Dr. Peterson reported UDOT is again looking at building a new freeway interchange on 800 South, as well as a new urban interchange. **Chair Pitcher moved approval of UVU's Campus Master Plan. Regent Jordan seconded the motion, which was adopted unanimously.**

University of Utah Hospitals and Clinics – Proposed Budget for FY 2009 (Tab H). Chair Pitcher said this was another great success story. The UUHC budget includes the main campus, University Neurological Institute, Huntsman Hospital, and the University Hospital and Clinics. Regent Jordan recalled a time when the UUHC budget was very deeply in the red. This has been a great turn-around. **Chair Pitcher moved approval of the UUHC proposed budget for FY 2009. Regent Davis seconded the motion, which was adopted unanimously.**

Report on State Building Board Prioritization of Capital Projects (Tab I). Dr. Mortenson referred to Replacement Tab I, which compared the Building Board's priority rankings of USHE capital projects to the Regents' rankings. It is yet to be determined whether funds will be available for capital projects next year.

Report on State Budget Cuts (Tab J). Dr. Mortenson explained that in the Special Legislative Session, the nine USHE institutions (except UCAT) and Commissioner's Office received a 4 percent budget cut for the current year, with flexibility granted to the presidents on how the cuts would be made at their respective institutions. Similar cuts are anticipated for the 2009-2010 fiscal year. New revenue estimates will be released again in December.

USHE – Annual Report on Leased Space (Tab K). This report was provided for information only, as required in policy R710. No questions were raised.

USHE – Annual Report on Institutional Residences (Tab L). This report was also provided for information only.

USHE – Fall 2008 Enrollment Report (Tab M). Chair Pitcher reported a significant increase in enrollment this year, in both FTE and headcount. The UCAT enrollment report was hand-carried to the meeting. Chair Pitcher asked President White to comment. President White said UCAT was required to report to the Legislature on its enrollment history, which is measured in membership hours. Secondary enrollment declined by 1½ percent, but postsecondary enrollment increased by nearly 8 percent. The former is typical of what is happening in public education right now. UCAT had a total increase in enrollment of 4.2 percent. Enrollment was shown by headcount (a nearly 12 percent increase) on the last page of the handout. In addition, by partnering with the sister institutions (SLCC, Snow and CEU), UCAT provides custom fit training with dollars appropriated for that purpose. That resulted in an additional 19,000 individuals being trained last year.

Regent Pitcher resumed the chair.

Strategic Planning and Communications Committee (Regent Meghan Holbrook, Chair)

Campus Retention Plan Reports – Utah Valley University and Utah College of Applied Technology (Tab N). Chair Holbrook said the committee had received excellent reports from these two institutions. She referred to the written reports in the agenda. UCAT is a non-traditional type of institution, but it also has a plan for retaining students.

Regents' Scholarship Program – Annual Report and Update (Tab O). Associate Commissioner Buhler reported that the Regents' Scholarship program has been very successful. The Commissioner's staff is working with Senator Hillyard to get more funds next year. Continued success will depend on the Legislature's appetite for continued funding.

Legislative Update (Tab P). Chair Holbrook referred to the written report prepared by Associate Commissioner Buhler. A bill has been drafted to revise the UCAT governance structure; there may yet be changes to the proposed legislation. Mr. Buhler reported the Legislative Task Force had approved a compromise bill on UCAT governance. The task force will be meeting again on November 11 for its final meeting to discuss concurrent enrollment. Chair Holbrook thanked everyone who had attended the task force meetings for their support.

General Consent Calendar



On motion by Regent Jordan and second by Regent Zenger, the following items were unanimously approved on the Regents' General Consent Calendar (Tab R):

- A. Minutes – Minutes of the Regular Board Meeting held September 5, 2008, at the College of Eastern Utah in Price, Utah
- B. Grant Proposals (On file in the Commissioner's Office)
- C. Grant Awards
  - 1. University of Utah – Utah Department of Health; "Juvenile Health Care Services"; \$2,527,278. Leissa A. Roberts, Principal Investigator.
  - 2. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; "HIV/Host Interactions"; \$3,646,835. Wesley I. Sundquist, Principal Investigator.
  - 3. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "National Children's Study"; \$3,000,000. Edward B. Clark, Principal Investigator.
  - 4. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "MFMU Network Base;" \$1,150,499. Michael W. Varner, Principal Investigator.
  - 5. University of Utah – Health Resources and Services; "EMSC CDMCC"; \$1,113,495. J. Michael Dean, Principal Investigator.
  - 6. University of Utah – U.S. Department of State; "Iraqi Judiciary"; \$2,497,420. Wayne McCormack, Principal Investigator.
  - 7. 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.
  - 8. Utah State University – U.S. Department of Agriculture; "Functional Genomic in Nature"; \$1,111,188. Bart Weimer, Principal Investigator.
  - 9. Utah State University – U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal"; \$3,158,708. V. Rasmussen, Principal Investigator.
  - 10. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infrared Survey Explorer"; \$1,884,935. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.

11. Utah State University – State of Utah Division of Child and Family Services; "Utah State University Title IV-E Child Welfare Training Project"; \$1,341,522. Derrik Tollefson, Principal Investigator; Terry Peak, Co-Principal Investigator.
12. Utah State University – U.S. Air Force Research Laboratory; "Responsive Space Technologies Call 0010"; \$1,291,027. Chad Fish, Principal Investigator.

#### Resolution

Kimberly Henrie. Chair Pitcher thanked Ms. Henrie for her many contributions to the Commissioner's Office and to the State Board of Regents. **Regent Morgan moved approval of the Resolution of Appreciation. The motion was seconded by Vice Chair Beesley and adopted unanimously by the Board.** Vice Chair Beesley presented Ms. Henrie with her resolution and gift of appreciation. (A copy of the resolution is on file with the permanent minutes in the Commissioner's Office.)

#### Report of the Chair

Group Photo. Chair Pitcher asked the Regents to note that a group photo would be taken at the December 5 Board meeting at the University of Utah. Individual photos of the newest Regents were taken earlier in the day at UVU. Framed individual and group photos will be displayed in the Regents' Board Room at the Gateway.

2009 Meeting Schedule. Commissioner Sederburg pointed out that the 2009 meeting schedule had two fewer meetings of the Board, which were noted on the schedule as "As Needed." **On hearing no objections, Chair Pitcher declared the 2009 Meeting Schedule to be the official schedule for the Board of Regents.**

Newspaper Articles. Chair Pitcher referred to the various newspaper articles relating to higher education in the Regents' folders. Commissioner Sederburg referred to the chart in the *Deseret News* article showing that the percentage of faculty had increased by 63 percent over the last five years. The correct figure is that there was only a 14 percent increase in total improvement: 16 percent in full-time faculty and 8 percent in full-time administrators. This represents a 14 percent difference in employment. The Commissioner said he had prepared and submitted a response to the *Deseret News*.

Planning. Regent Jordan suggested that one item for the next meeting agenda be the role of the Program Review Committee (PRC) and the role of the Regents regarding program review and approval. He asked that this topic be presented for a two-hour discussion involving the Commissioner, all Regents, all Presidents, the Chief Academic Officers (CAOs) and possibly Trustee Chairs. There is still much concern about the way this is handled. Commissioner Sederburg suggested that the Regents' priorities be set prior to this discussion.

#### Adjournment

Regent Motiwala moved that the Regents move into closed session to discuss personnel issues. Regent Morgan seconded the motion, which was adopted unanimously.

The Regents met in closed session and adjourned at 2:45 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved



December 5, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Planning Session – Proposed Strategic and Operational Plan

Issue

The Utah System of Higher Education (USHE) and the State Board of Regents (SBR) are at a juncture of heightened expectations for preparing Utahns for success in today's knowledge-based economy. To help meet this expectation, the SBR launched a self-assessment process to clarify its role as the stewards of Utah's system of higher education, and to better understand its value to the institutions which it oversees and serves. The outcome of this process is a proposed restructuring of the SBR meetings in support of a new system strategic and operational plan.

Background

As part of the past two Regents' board meetings, the Regents have engaged in self-assessment exercises and received a consultant's report regarding the strategic and operational nature and structure of the Board of Regents. In the October 24, 2008 board meeting, Regents Morgan and Zenger were charged with preparing a new system strategic plan that addresses the strategic and operational nature and structure of the Board of Regents for board action. The proposed plan will be distributed to the Regents and Presidents prior to the December 5 meeting.

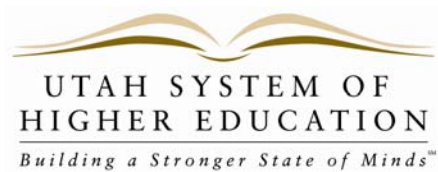
Commissioner's Recommendation

The Commissioner recommends the Regents adopt the new system strategic and operational plan, including the restructuring of its board meetings, for implementation beginning January 2009.

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William A. Sederburg  
Commissioner of Higher Education

WAS:db



## **State Board of Regents Proposed Strategic and Operational Plan**

### **Introduction**

The Utah System of Higher Education (USHE) and the State Board of Regents (SBR) have the responsibility and expectation of providing access for its citizens to higher education and preparing them for success in today's knowledge-based economy. To help meet this responsibility and expectation, the SBR launched a self-assessment process to clarify its role as the stewards of Utah's system of higher education, and to better understand its value to the institutions which it oversees and serves.

The outcome of this process is a proposed restructuring of the SBR meetings in support of a new system strategic and operational plan, as outlined in this document. The objective is to move the SBR towards being a more strategic and less bureaucratic body, thus, streamlining the procedural roles and obligations of the SBR so it can focus its time and energy on broader issues of strategic importance. It is anticipated that the business responsibilities of the Office of the Commissioner of Higher Education (OCHE) will be scoped in accordance with the outcomes of this proposal.

*NOTE: A summary of the SBR statutory obligations (roles and authority) are in the Appendix section of this document.*

### **System Strategic Plan**

There are many possible aspects that the SBR could focus on in its System Strategic Plan. Narrowing the focus to yield the greatest impact and outcomes, in balance with the SBR's limited resources and the current environment of the state, is critical to ensure the success of this strategic plan.

Therefore, it is proposed that the System Strategic Plan initially have only three areas of focus: (1) higher education and economic development; (2) the impending growth facing the USHE; and (3) system and institutional development. As progress is made to significantly advance one or more of these areas of focus, the SBR may choose to shift its attention to other areas needing strategic focus.

#### *Higher Education and Economic Development*

Higher education plays a significant role in economic development. USHE institutions are key variables, assets, and resources to be leveraged in creating, encouraging, and sustaining economic development within every region of the state. As the governing body of the USHE, the SBR assists its institutions and the state by:

- identifying future workforce needs,
- supplying an educated, skilled, and prepared talent-force of graduates to meet the needs of Utah's industries in a global economy, and

**DRAFT**

December 3, 2008

- providing quality degree, certificate, and other short-term education programs that meet accreditation and industry standards and expectations.

### *Impending Growth*

The state of Utah is growing in population at an annual rate of approximately 1.9% and will most likely top 3.5 million people within the next ten years.<sup>1</sup> However, some regions of the state will incur a higher rate of growth and demand than others. Preparing for and managing the demands and expectations associated with this growth and its impact on the USHE is an issue that the SBR must address now. To accomplish this responsibility, the SBR must:

- understand the magnitude of the growth, where it will occur, and how it will impact higher education institutions and infrastructure, and
- identify practices and strategies that the USHE might put in place to accommodate this growth and provide access to higher education opportunities, which may include, but are not limited to:
  - the use of technology to deliver educational programs,
  - the expansion of campuses—including branch campuses,
  - the leveraging of the USHE network of institutions to deliver and meet increased demands for high-cost programs, and
  - utilizing every campus and existing facilities more effectively and efficiently.

### *System and Institutional Development*

The SBR fills the significant role of overseeing and supporting the development and fulfillment of institutions and their missions. It is challenging for the SBR to maintain a state system that facilitates the distinctiveness of each institution's mission while maintaining its collaborative and affordable system, culture, and programs. Nonetheless, the SBR must understand the different roles, types, and missions of higher education institutions and how the USHE is to meet the needs of Utah through these different roles, types, and missions of its institutions. To accomplish this responsibility appropriately, the SBR must strengthen the USHE network of institutions to:

- strengthen the community college function and network across institutions that have a two-year mission (i.e., how should the SBR support an effective community college mission within regional colleges and universities?),
- focus the role of the regional colleges and universities on community engagement (i.e., do regional USHE institutions pursue the new Carnegie *Community Engagement* elective classification?),
- supporting the role of the research universities (i.e., how is the role of research universities evolving and how can the system support their development?), and
- enhance the system's ability to:
  - identify strategic goals and targets which advance the agenda of the SBR, and
  - improve the communication and collaboration between the SBR and each institution's Board of Trustees regarding:
    - legislative relations and priorities,
    - system and institutional goals, initiatives, and future plans, and
    - training addressing the roles, responsibilities, and powers of each.

<sup>1</sup> GOPB (<http://governor.utah.gov/dea/projections.html>)

## System Operational Plan

It is proposed that the SBR adopt a System Operational Plan that has three committees which facilitate routine work and responsibilities of the SBR: (1) Academic Programming; (2) Planning and Communications; and (3) Finance and Facilities. Issues or initiatives needing system coordination and support that are not specifically listed below (i.e., issues and initiatives pertaining to student affairs, advancement, or athletics), should be coordinated through the logical committee pending their nature, intent, and impact on the academic mission of the USHE and the institutions.

### *Academic Programming Committee*

A major objective of the Academic Program Committee is to support student success by strengthening the quality of academic programs through a system-wide evaluative process and assuring that these programs prepare students to persist to degree completion in order to enter the labor market or graduate school. The Committee meets its objective by providing opportunities for institution to work collaboratively as they develop new and improve on-going programs. The stewardship of the Academic Programming Committee encompasses the current Program Review Committee (PRC) and any academic issue and initiative needing system and state coordination and collaboration, such as:

- reviewing degree, certificate and program proposals at both an institutional and a system level and make recommendations to the Regents,
- Career and Technical Education,
- concurrent enrollment,
- transfer and articulation,
- learning outcomes assessment,
- access to higher education and educational development,
- information management (i.e., data turned into meaningful and consistent information),
- faculty productivity,
- retention processes, strategies, and outcomes,
- the use of technology to expand degree program delivery options, and
- other issues and initiatives that directly impact the academic mission of institutions (e.g., the current Engineering and Computer Science initiatives).

The objectives of the current Program Review Committee (PRC) will continue to be accomplished, which include: overseeing degree approval processes, program reviews, and articulation agreements. Whether the PRC becomes the Academic Programming Committee with an expanded stewardship, or a subcommittee of the Academic Programming Committee to accomplish its current objectives, needs to be determined by the committee.

### *Planning and Communications Committee*

The stewardship of the Planning and Communications Committee encompasses the oversight of the strategic planning process of the SBR, which includes:

- implementing and managing system priorities, initiatives, and events to promote the agenda of the USHE and the SBR,



- establishing USHE legislative priorities and strategies in alignment with the SBR agenda,
- managing public relations initiatives and plans (ensuring consistent messaging among and between USHE system offices and the institutions), and
- supporting institutions with strategic planning and communication priorities, initiatives and events.

### *Finance and Facilities Committee*

A major objective of this committee is to better leverage the value to institutions for being a part of a state system. For example, as a network of institutions, the system should pursue initiatives (i.e., Information Technology, Human Resources, and Purchasing initiatives) that add value, save money, and improve communication for the institutions and thus the state. The stewardship of the Finance and Facilities Committee includes:

- overseeing the fiduciary and audit responsibility of the USHE, the SBR and institutions, the Utah Higher Education Assistance Authority (UHEAA), and the Utah Educational Savings Plan (UESP) that require system action and approval, as well as state and federal reporting and coordination,
- reviewing institutions' facilities master plans and needs,
- managing the Q&P process and formula (exploring alternative means of prioritizing USHE building needs and priorities),
- coordinating and collaborating USHE building priorities with the State Building Board, Legislature, and Governor's Office,
- reviewing current funding mechanisms and assessing alternative approaches,
- developing and maintaining guidelines and criteria for system budget prioritization, and
- mediating policy implications that impact the system and institutional infrastructure (e.g., enrollment growth and its geographical issues related to branch campus development and land acquisitions, as well as technological issues in providing access to high-cost degree programs on other campuses, etc.).

### *Committee Structure*

Members of the SBR will receive assignments to support a Committee with one Regent being appointed chair of each committee. Pending the focus of a committee, subcommittees can be created—with a Regent chair or co-chair—to more effectively and efficiently manage the Committee's stewardship. Every committee and subcommittee of the SBR will be administratively supported by a designated OCHE staff person. Committees and subcommittees will meet as needed to fulfill their stewardship and prepare the necessary information and reports for the SBR full board meetings. Whenever possible, committee and subcommittee meetings should use appropriate technology to minimize travel and expenses, which may include, but are not limited to, email communications and conference/video calls.

The OCHE staff member assigned to each committee/subcommittee will be responsible for coordinating with the chair to set the agenda of each committee/subcommittee meeting. Additionally, the OCHE staff member is responsible for submitting agenda items with the appropriate recommendation to the Commissioner for the SBR's consideration at its next board meeting. Actions approved by a committee's subcommittee are to be placed on the next committee agenda by the OCHE staff member for ratification. Ratified actions by a committee needing urgent

action can be implemented immediately with the Commissioner's and the SBR Executive Committee's approval or the full board's approval. Actions approved by the committee, the Commissioner, and the SBR Executive Committee are to be included as information on the agenda of the next full board meeting for transparency and communication purposes.

Each committee will establish criteria (to be approved by the full board) that will be the standard by which requests for approval and action are evaluated. Before a committee/subcommittee reviews a request for approval and action, the request is evaluated and verified by the OCHE staff to ensure appropriate compliance with the set criteria and standard. Once verified, the request is placed on the agenda for the next committee/subcommittee meeting for approval and action.

If requests for approval and action do not meet the established criteria and standards, then it is the responsibility of the OCHE staff to contact the requesting party, provide feedback, and assist them in appropriately preparing requests for future action. If a requesting party disagrees with the interpretation of the OCHE staff or the outcome of the committee/subcommittee review, the SBR Executive Committee and Commissioner will hear the appeal and determine if the request adequately meets the criteria/standards and subsequently make a final decision. The Executive Committee and Commissioner may choose to send the matter to the full board for consideration and decision as well.

The intent of this committee structure is to allow the SBR and its committees more time in the board meetings to strategically address higher education issues and initiatives facing the State of Utah that are pertinent to a Regents' stewardship. The SBR consists of talented persons from a variety of backgrounds whose insights and expertise, coupled with that of the presidents, the Commissioner and staff, should be more deliberately leveraged toward advancing the SBR's agenda and interests of higher education in Utah.

### *Full Board Meeting Structure*

It is proposed that beginning January 2009 the SBR board meetings will be day-long events and occur less often. For 2009, it is proposed there be six SBR meetings and subsequently only four meetings in 2010 and thereafter. Institutions and the system incur significant costs in hosting or sending personnel to attend SBR meetings. By lengthening meeting time coupled with meeting less often, the costs of attending and hosting meetings will be reduced significantly. The use of technology should be explored and implemented where possible during full board meetings to provide increased access and decrease the cost of attendance.

### Meeting Location, Rotation, and Schedule

The opportunity to host the SBR meetings rotates among the different USHE campuses and the Board of Regents Building. A new and equitable rotation of campuses and the SBR's hosting of board meetings needs be adopted to accommodate the proposed meeting schedule. The significance of hosting board meetings is they provide opportunity for the SBR and Commissioner to visit campuses, meet with the Presidents and Boards of Trustees, and discuss specific institutional strategic issues and initiatives. Historically, these meetings with Trustees have been held over breakfast, which is recommended to continue for the institution whose turn it is to host a board meeting. The setting of the agenda and strategy for these meetings should be a collaborative

venture among the SBR, Commissioner, President, and Board of Trustees Chair to make the best use of the time together.

Due to the proposed decrease in frequency of campuses hosting board meetings, a separate rotation of interim campus visits is proposed to help maintain an open channel of communication among each institution's Boards of Trustees, President, and key campus and community leaders and the Regents, the Commissioner, and key OCHE staff. The interim campus visits would occur in an "off" year. The setting of the agenda and strategy for the interim campus visits should also be a collaborative venture among the SBR, Commissioner, President, and Board of Trustees Chair to make the best use of the time together and to ensure strategic issues facing the institution and system are discussed. It is proposed that each Regent commit to attending at least two interim campus visits per calendar year.

### Committee of the Whole

Routine, full board meetings will begin in the Committee of the Whole to strategically discuss and specifically focus on a topic, which is to be determined by a task force consisting of Regents and selected presidents appointed by the Council of Presidents (COP). Topics selected may include:

- the SBR's strategic and operational plan as outlined in this document (i.e., prioritize identified issues to be systematically addressed and acted upon),
- the structure of the SBR meetings to ensure they appropriately support and advance the SBR Strategic and Operational Plan,
- the orientation to the purpose and processes of each of the three established committees,
- the mission statement(s) for the USHE, SBR, and OCHE,
- the scope of services provided by the OCHE,
- the roles and authority of institutional Boards of Trustees,
- the professional development, training, and relationship between the SBR and the Boards of Trustees,
- the consultant's report and letters from USU and CEU addressing a possible merger,
- the structure and purpose of first-tier tuition, and
- any other topic that would benefit from an open discussion by the SBR, Presidents, Commissioner and Executive Staff.

The task force may arrange for others—experts within a chosen field pertinent to the discussion topic—to participate, give a report, and otherwise aid the discussion and help the SBR determine the best course of action. Having these meetings be public leverages the SBR's advantage to advance its agenda and communicate important information and issues to a broader audience. A designated OCHE staff member will provide the administrative support for the task force.

### Regents' Development

In an attempt to make the service and experience of being a member of the SBR positive, the following professional development initiatives should be explored:

- training on the statutory role and authority of the SBR, Boards of Trustees, Presidents, and Commissioner and an orientation to established business protocols and continuity,
- presidential search and evaluation processes,

- a mentor system between senior Regents and new Regents, and
- an evaluation process capturing feedback from each board meeting for continual refinement of board meetings.

## Recommendation

It is recommended that the Regents discuss and adopt this proposal and establish a new system Strategic and Operational Plan. In adopting this proposal, it is recognized that modifications will be made in strategic issues included and operational structures and procedures developed as this process proceeds and as circumstances change.

## APPENDIX

In 1969 the Utah System of Higher Education (USHE) was founded. The intent behind its creation was to “provide a high quality, efficient, and economical public system of higher education through centralized direction and master planning.”<sup>2</sup> With the creation of USHE came the establishment of the State Board of Regents (SBR), which is a governing board “...vested with the control, management, and supervision of the institutions of higher education...”<sup>3</sup> The SBR is legislatively empowered to “...govern the state system of higher education consistent with state law and delegate certain powers to institutional boards of trustees and institutional presidents, and to vest certain powers in institutional boards of trustees and institutional presidents.”<sup>4</sup>

### Roles and Authority

Understanding the statutory obligations of the SBR, the Commissioner of Higher Education, the boards of trustees, and the institutional presidents is an important step in clarifying the roles and authority of each party. Productive coordination and collaboration between these parties is essential if USHE is to effectively meet the public expectation of providing a high-quality higher education experience that best serves and prepares the people of Utah through the 21<sup>st</sup> Century.

#### *State Board of Regents*

The SBR has the responsibility to govern the higher education affairs for the state as it pertains to maintaining a system of higher education that “(a) avoids unnecessary duplication; (b) provides for the systematic and orderly development of facilities and quality programs; (c) provides for coordination and consolidation; and (d) provides for systematic development of the role or roles of each institution within the system of higher education consistent with the historical heritage and traditions of each institution.”<sup>5</sup>

Additionally, the SBR “after consulting with the institution's board of trustees, appoints a president for each institution in the state system of higher education who serves at its pleasure and at such salary as it may determine.”<sup>6</sup> Pursuant to this responsibility, the SBR also oversees the evaluation of presidents and “shall establish guidelines relating to the roles and relationships between institutional presidents and boards of trustees, including those matters which must be approved by a board of trustees before implementation by the president.”<sup>7</sup>

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<sup>2</sup> Utah Code 53B-1-101.

<sup>3</sup> 35B-1-103

<sup>4</sup> *ibid.*

<sup>5</sup> *ibid.*

<sup>6</sup> Utah Code 53B-2-102.

<sup>7</sup> *ibid*

The Governor, legislative, business and educational communities should look to the SBR for leadership and as the access point of expertise, through its network of institutions, regarding statewide higher educational issues and initiatives. Advocacy of higher education issues, initiatives and the needs and successes of the USHE institutions, is a major role of the SBR. The SBR also has the authority to delegate powers and responsibilities to USHE boards of trustees and presidents to better meet system, state and regional higher educational needs and expectations.

### *Office of the Commissioner*

The SBR “appoints a commissioner of higher education to serve at its pleasure as its chief executive officer. The board [SBR] sets the salary of the commissioner and prescribes the commissioner's duties and functions. The commissioner is selected on the basis of outstanding professional qualifications.” Additionally, “the commissioner is responsible to the board [SBR] to: (a) insure that its policies and programs are properly executed; (b) furnish information about the state system of higher education and make recommendations regarding that information to the board; (c) provide state-level leadership in all activities affecting institutions in the state system of higher education; and (d) perform other duties assigned by the board in carrying out its duties and responsibilities.”<sup>8</sup> Under the direction of the SBR, the commissioner convenes and facilitates the Council of Presidents (COP) to coordinate issues and initiatives that need system strategies and support. As the chief executive officer of USHE, the commissioner may take the lead on issues and initiatives to better enable the presidents’ success.

OCHE is dedicated to supporting and facilitating the commissioner in fulfilling the above responsibilities. Additionally, OCHE is charged with providing administrative support to the SBR in planning, organizing and hosting SBR meetings, as well as subcommittee work and initiatives.

### *Boards of Trustees*

“Each college and university has a board of trustees which may act in behalf of its institution in performing duties, responsibilities, and function as may be specifically authorized to the board of trustees by the State Board of Regents. A board of trustees has the following powers and duties: (a) facilitates communication between the institution and the community; (b) assists in planning, implementing, and executing fund raising and development projects aimed at supplementing institutional appropriations; (c) perpetuates and strengthens alumni and community identification with the institution’s tradition and goals; and (d) selects recipients of honorary degrees.”<sup>9</sup>

### *Presidents*

“The president of each institution may exercise grants of power and authority as delegated by the board [SBR], as well as the necessary and proper exercise of powers and authority not specifically denied to the institution, its administration, faculty, or students by the board [SBR] or by law, to

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<sup>8</sup> Utah Code 53B-1-105.

<sup>9</sup> Utah Code 53-B-2-103.

assure the effective and efficient administration and operation of the institution consistent with the statewide master plan for higher education.”<sup>10</sup>

## Missions

All of the USHE institutions have a mission statement scoped to their type and classifications, which are specified in regent policy (R312). These statements are currently scheduled to be updated every five years. The ongoing challenge for the SBR has been to maintain a state system that facilitates the distinctiveness of each institution’s mission while maintaining a collaborative and affordable system, culture and programs.

The mission statements for USHE, the SBR and the Office of the Commissioner of Higher Education (OCHE) have not been updated since November 5, 1993. In addition to the mission statement, USHE also has a vision statement, also not updated since 1993. The vision and mission statements for USHE, the SBR and OCHE are described below.

### *Vision Statement*

#### Utah System of Higher Education

“Utah will forge an exceptional, learner-centered educational system providing citizens with the opportunity to become enlightened, to value ethnic and cultural differences, to have a global perspective, to develop an abiding sense of ethics, and to achieve their personal potential, thereby advancing the State and its citizens intellectually, socially, economically, and culturally.”<sup>11</sup>

### *Mission Statements*

#### Utah System of Higher Education

“The mission of the Utah System of Higher Education (USHE) is to provide high quality academic, professional, and applied technology learning opportunities designed to advance the intellectual, cultural, social, and economic well-being of the state and its people. The USHE will foster a society of lifelong learners, prepare a productive work force for a knowledge-based global marketplace, cultivate social responsibility and commitment to ethical values, improve the quality and understanding of life, and promote cultural awareness and appreciation for diversity.”<sup>12</sup>

#### State Board of Regents

“The mission of the Utah State Board of Regents is to ensure fulfillment of the mission of the Utah System of Higher Education through policy determination, governance, collaboration, and coordination. Well defined and differentiated institutional missions are established by the Regents

<sup>10</sup> Utah Code 53B-2-106.

<sup>11</sup> Regent Policy R310-3.1

<sup>12</sup> Regent Policy R310-4.1

to focus college and university efforts on excellence, to avoid unwise duplication of programs and effort, to serve both traditional and nontraditional students, and to promote efficiency and accountability. The Board also coordinates with non-USHE postsecondary institutions, public education, business, and government, and administers student financial aid and other programs involving statewide participation.”<sup>13</sup>

#### Office of the Commissioner of Higher Education

“The mission of the Office of the Commissioner of Higher Education (OCHE) is to implement and administer policies and directives of the State Board of Regents and provide staff support to assist the Board and system institutions in fulfilling their respective missions. Under Regent direction, the OCHE works closely with college and university personnel to afford Utahns a highly efficient and economical system of public higher education. The OCHE provides statewide leadership, collaboration, coordination, strategic planning, policy development, standardized reporting procedures, information dissemination, and program administration. The office also formulates consolidated operating and capital budgets, and manages enrollments and instructional delivery systems that provide access with superior quality.”<sup>14</sup>

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<sup>13</sup> Regent Policy R310-4.2

<sup>14</sup> Regent Policy R310-4.3



November 26, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Bachelor of Science in Athletic Training Education – Effective Spring 2009

Issue

The University of Utah requests approval to offer a Bachelor of Science in Athletic Training Education effective Spring 2009. This program was approved by the institutional Board of Trustees in November 2008.

Background

The University of Utah is requesting to move the Athletic Training Education Program (ATEP) from an emphasis to a major in an effort to meet national accreditation standards. The University of Utah's (U of U) Department of Exercise and Sports Science (ESS) and the Department of Athletics developed a two and one-half year curriculum to provide students with a variety of learning opportunities that lead to skill mastery. The original ATEP was based on an internship model that included introductory and advanced athletic training courses and 1500 hours of external clinical experience. The proposed ATEP has added 14 clinical didactic and clinical courses specific to athletic training education within ESS and meets national guidelines and requirements for accreditation. Also, the Athletic Trainer Licensing Act in Utah Code describes the expected services that an athletic trainer must provide. The proposed ATEP will prepare graduates to meet state and national standards.

During a 2007 accreditation review by the Commission on Accreditation of Athletic Training Education, ATEP was found to be in "substantial compliance." However, the accreditors asked that to keep the program's accreditation, the athletic training program would need to be its own major.

The American Medical Association recognizes athletic training as a clinical healthcare profession. Utah requires graduates to obtain licensure to practice as athletic trainers. The national accrediting agency is mandating all accredited educational programs to become stand-alone majors. The degree will allow graduates to become eligible to sit for the national certification exam, become licensed to practice in the state, and meet the expectations and requirements of the national accrediting agency (CAATE) that oversees athletic training education.

No additional faculty or staff will be needed for this program. No new courses will be needed during the first five years as the courses are already being taught by present faculty. National workforce data support the need for the proposed program.

Policy Issues

USHE institutions were supportive of this proposal.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the University of Utah's request to offer the Bachelor of Science in Athletic Training Education, raise questions and, if satisfied, approve the program.

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William A. Sederburg, Commissioner

WAS/PCS  
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Bachelor of Science in Athletic Training Education

University of Utah

Prepared for  
William A. Sederburg  
by  
Phyllis C. Safman

November 26, 2008

## **Section I: The Request**

University of Utah requests approval to offer a Bachelor of Science in Athletic Training Education effective Spring 2009. This program has been approved by the institutional Board of Trustees in November, 2008.

## **Section II: Program Description**

### **Complete Program Description**

The University of Utah Athletic Training Education Program (ATEP) is a nationally accredited program that provides a comprehensive health care education that focuses on the physically active. The University's ATEP combines formal instruction in prevention, evaluation, rehabilitation, and management of injuries. Additionally, the program provides clinical experiences with athletic training professionals serving in a variety of settings, including University Athletics, professional sports, local area high schools, as well as outpatient rehabilitation clinics in and around Salt Lake City. The program's goal is to provide an environment that fosters the development of critical thinking and problem solving skills. The University's ATEP prepares students for successful completion of the National Athletic Trainer's Association Board of Certification (NATABOC) exam, and makes them eligible for licensure to practice as a clinical healthcare professional in the State of Utah. The four-year program requires 122 credit hours and upper-division courses can be completed in two and one half years.

### **Purpose of Degree**

The American Medical Association recognizes athletic training as a clinical healthcare profession. The state of Utah requires one to obtain licensure to practice as an athletic trainer in the state. The national accrediting agency is mandating all accredited educational programs to become stand - alone majors at their respective institutions. The degree will allow graduates to become eligible to sit for the national certification exam, become licensed to practice in the state of Utah, and meet the expectations and requirements of the national accrediting agency (CAATE) that oversees athletic training education.

### **Institutional Readiness**

No new organizational structures or changes in cost, staffing, or facilities are needed for this proposed change from an emphasis to a major. The institution is meeting the needs and demands of the program currently and into the future. Thus, the proposed program will not impact the delivery of either undergraduate or lower-division education.

### **Faculty**

No additional faculty are needed in the first five years of the program. Present faculty are meeting state and CAATE ratios. The program is composed of one tenure-track faculty and five non-tenure track faculty.

### **Staff**

No additional staff support will be needed or required in the first five years.

## **Library and Information Resources**

The institution currently has the needed library resources and support from the library.

## **Admission Requirements**

Admission requirements include application materials and a professional interview. The application materials consist of the following: application form, application fee (\$50), two recommendation letters, technical standards form, transcript from any colleges attended, physical, hepatitis B vaccination, CPR and AED certification, ESS 2700 completion, and an overall GPA of 2.5. The interview is performed on applicants that meet minimum requirements. The interview is performed by the program director, clinical education coordinator, director of sports medicine in athletics, a current graduate student, and a faculty member in the ESS Department not affiliated with the program.

## **Student Advisement**

The students are advised by the academic advisor for the ESS Department and meet with the program director each semester to discuss course progression and scheduling.

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

The program requires 122 credits which meet the standards set by accreditation.

## **External Review and Accreditation**

The Athletic Training Education Program underwent an accreditation review and was found in compliance and met all standards for CAATE. The purpose of moving from an emphasis to a stand alone major is due to CAATE's findings:

"While your program has been awarded continuing accreditation, the following citations merit your institution's attention and resolution in order to come into full compliance with the Standards.

1. The athletic training education program must be an undergraduate or graduate program that offers a major or graduate equivalent in athletic training. The undergraduate major equivalent must be:

- 1.1 consistent with other majors offered within the institution
- 1.2 identified as an academic athletic training major program in institutional academic publications, and
- 1.3 indicated on the official transcript of the student as is normally designated for other major equivalents at the institution

The citations listed above must be resolved by the institution in order to maintain accreditation. Failure to respond satisfactorily to these citations may result in a change of the accreditation status, including probation or withdrawal of accreditation."

The approval of a major in Athletic Training does not alter the course design, cost, or have any additional impact on any department, college, university, or state entity. The next review of the entire program by CAATE is scheduled for 2011-2012 AY. However, the Department is required to send in rejoinders bi-annually to document the progress of the citations listed previously until adequately addressed.

### Projected Enrollment

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 1    | 32                | 6            | 5.33:1                   | N/A                       |
| 2    | 36                | 6            | 6:1                      | N/A                       |
| 3    | 36                | 6            | 6:1                      | N/A                       |
| 4    | 36                | 6            | 6:1                      | N/A                       |
| 5    | 36                | 6            | 6:1                      | N/A                       |

### Expansion of Existing Program

The program is identical to the accredited athletic training education program already offered since 2000. The headcount of new students accepted into the two and a half year program from the year 2003 to 2007 is as follows: 5 (2003), 10 (2004), 18 (2005), 14 (2006), 21 (2007).

## Section III: Need

### Program Need

The University of Utah ATEP provides interested students with didactic and clinical skills necessary to function as a licensed clinical healthcare professional. Upon graduation, students are eligible to take the National Athletic Trainers Association Board of Certification Examination and practice as a licensed athletic trainer in Utah.

In 2006, the Utah Legislature passed the Athletic Training Licensure Bill. This new level of credentialing will enable athletic trainers to obtain third party reimbursement through insurance companies for their services. This will increase employment opportunities for athletic trainers throughout Utah in sports medicine clinics, hospitals, and other health care facilities.

### Labor Market Demand

Athletic trainers are employed in corporations, public schools, physical therapy clinics, universities, professional organizations, the military, factories, and hospitals. In almost every state, athletic trainers must be Board of Certification (BOC) certified in order to practice. According to the Career Center on [www.NATA.org](http://www.NATA.org) (an online job posting site), there were 42 new listings in the last week for athletic trainers, 213 in the last month, and 383 in the last 2 months as observed on March 28, 2008.

According to the U.S. Department of Labor's Occupational Outlook Handbook, 2002-2003 Edition, the demand for health care services will create tremendous job opportunities over the next eight years. Nine of the top 20 job growth categories are in health care services. Of the total professional jobs, 5.2 million will be

added from three groups: health care services and technology; education, training and library occupations; and computer/mathematical occupations. Certified Athletic Trainers (ATCs) are represented in two of the three major job growth categories: health care services and education. ATCs are at the front end of their growth curve, and have a broad practice scope. ([www.nata.org](http://www.nata.org))

From 1990 to 2000, the population in Utah grew 29.6 percent, and from 2000-2005, it grew 10.6 percent, double the national average. Projections for 2025 estimate a 20 percent population growth in the state of Utah. (<http://quickfacts.census.gov/qfd/states/49000.html>). The projected growth of Utah provides for continued demand for health care services.

### **Student Demand**

The ATEP accepts up to 21 Athletic training students (ATS) annually. In academic year 2005-2006, there were 36 applications. Of the 36 applicants, ATEP accepted 18 students, a 50 percent rejection rate, with an average grade point average of 3.43. Additionally, all 18 are on schedule to graduate in Spring 2008. In academic year 2006-2007, ATEP received 24 student applications and accepted 14 students with an average grade point average of 3.27. In academic year 2007-2008, ATEP received 34 applications and accepted 21 students with an average grade point average of 3.31. Thus, the student demand is strong and does not appear to be diminishing.

Due to market demand, high student demand, and that the majority (>90%) of graduates are finding work or continuing with a graduate degree, a major, as opposed to an emphasis, seems appropriate.

### **Similar Programs**

There are currently four accredited undergraduate athletic training education programs in Utah: University of Utah, Weber State University, Southern Utah University, and Brigham Young University. Of these four, only Weber State University has a major in athletic training although all accredited programs are required to obtain a major in athletic training. The ATEP differs in the didactic and clinical opportunities available to the students. Each program listed has students performing clinical rotations at their respective institutions and in the community in public/private high schools and outpatient rehabilitation clinics (Weber State - Ogden, BYU - Provo, and University of Utah - Salt Lake City).

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

The University of Utah enjoys a collegial relationship with Weber State University and BYU. Discussions at state and regional conferences with Dr. Valerie Herzog (WSU) and Dr. Ty Hopkins (BYU), suggested that the proposed program could become a stand-alone major without changing these relationships. Additionally, each program has strong interest and placement for its students following graduation. Therefore, the impact of the program change from an emphasis to a major will have no impact on other USHE institutions.

### **Benefits**

The institution has a nationally accredited clinical healthcare program recognized by the AMA as an undergraduate degree. Upon graduation from the proposed program, students are eligible to sit for the

national certification exam and obtain licensure to practice in Utah. Thus, the University of Utah benefits as does the USHE by offering the ATEP.

### **Consistency with Institutional Mission**

The University of Utah ATEP fits with the institution's mission to provide high quality undergraduate and graduate programs that serve the state and its citizens. The proposed program provides higher education to students interested in obtaining didactic and clinical skills necessary to function as a licensed clinical healthcare professional.

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

### **Program Assessment**

The Achievement Outcomes of the ATEP Mission and Educational Objectives are:

1. To provide an environment that fosters the development of critical thinking and problem solving skills.
2. To provide students with diverse clinical and quality didactic experiences that promote a well rounded education.
3. To promote professionalism through the National Athletic Trainer's Association (NATA) and interaction with other allied health professions.
4. To provide an athletic training education program that is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).
5. To prepare students for successful completion of the National Athletic Trainer's Association Board of Certification (NATABOC) exam.

Outcomes used to evaluate if the ATEP is meeting the goals are: overall GPA, ATEP Didactic and Clinical Course GPA (major GPA), Professionalism Score (# of journal publications, professional organization memberships, presentations at state, regional, and national conferences), Student Clinical Evaluations, Clinical Affiliated Site Evaluation, Approved Clinical Instructor Evaluation, NATABOC Examination Results, and demographic information from external clinical sites. All outcomes are assessed biennially by the program director and faculty involved with the ATEP to determine if the ATEP is meeting the Achievement Outcomes and Educational Objectives.

### **Expected Standards of Performance**

The 4th edition proficiencies and competencies of the NATABOC are required to be assessed over time from CAATE. Please see CAATE at [www.caate.net](http://www.caate.net) for detailed information regarding expected standards of performance needed to maintain accreditation. The U of U's accreditation and program self-study materials measured greater than 500 pages and sufficiently met the proficiencies and competencies mandated by CAATE.



## Section V: Finance

| Financial Analysis Form   |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Students</b>           |          |          |          |          |          |
| Projected FTE Enrollment  | 32       | 36       | 36       | 36       | 36       |
| Cost Per FTE              | 3839     | 4825     | 5824     | 6497     | 6683     |
| Student/Faculty Ratio     | 5        | 6        | 6        | 6        | 6        |
| Projected Headcount       | 32       | 36       | 36       | 36       | 36       |
|                           |          |          |          |          |          |
| <b>Projected Tuition</b>  |          |          |          |          |          |
| Gross Tuition             | 69696*   | 78408*   | 78408*   | 78408*   | 78408*   |
| Tuition to Program        | 25344*   | 33696*   | 33696*   | 33696*   | 33696*   |
|                           |          |          |          |          |          |
| 5 Year Budget Projection  |          |          |          |          |          |
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Expense</b>            |          |          |          |          |          |
| Salaries & Wages          | 86000    | 120350   | 147535   | 164350   | 169749   |
| Benefits                  | 21960    | 35406    | 41152    | 43566    | 44859    |
| Total Personnel           | 107960   | 157956   | 188687   | 207916   | 214608   |
| Current Expense           | 6000     | 15000    | 20000    | 25000    | 25000    |
| Travel                    | 750      | 750      | 1000     | 1000     | 1000     |
| Capital                   | 0        | 0        | 0        | 0        | 0        |
| Library Expense           | 0        | 0        | 0        | 0        | 0        |
| Total Expense             | \$114710 | \$173706 | \$209687 | \$233916 | \$240608 |
|                           |          |          |          |          |          |
| <b>Revenue</b>            |          |          |          |          |          |
| Legislative Appropriation | 0        | 0        | 0        | 0        | 0        |
| Grants & Contracts        | 0        | 40000    | 80000    | 100000   | 100000   |
| Donations                 | 0        | 0        | 0        | 0        | 0        |
| Reallocation              | 81156    | 91600    | 81171    | 85400    | 92092    |
| Tuition to Program        | 25344    | 33696    | 33696    | 33696    | 33696    |
| Fees                      | 8210     | 8410     | 14820    | 14820    | 14820    |
| Total Revenue             | \$114710 | \$173706 | \$209687 | \$233916 | \$240608 |
|                           |          |          |          |          |          |
| <b>Difference</b>         |          |          |          |          |          |
| Revenue-Expense           | \$0      | \$0      | \$0      | \$0      | \$0      |

### Budget Comments

The additional cost of the change to an Athletic Training major is zero. In the future, affiliation agreements between entities such as school districts, universities, clinics, professional sport teams, and hospitals that

may include administrative costs may be developed and implemented to increase revenue streams to the ATEP and the ESS Department.

### **Funding Sources**

Funding for the program is similar to each academic discipline/program in the Department of Exercise and Sport Science. The budget is allocated from departmental funds supported by the state, faculty productivity monies, and student credit hours. Student numbers in ATEP will remain consistent and meet national accreditation standards. Therefore, no growth in department SCH due to ATEP is expected. Thus, no additional tuition income will be received by the Department. The funding for the program will not be augmented or altered with the change from an emphasis to a major.

### **Reallocation**

The chair of ESS uses departmental funds for each of the five academic programs available; ATEP is included.

### **Impact on Existing Budgets**

No other program or budget will be affected from the move from an emphasis to a stand alone major in the Department of ESS.

## Appendix A: Program Curriculum

### All Program Courses

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences).

| Course Prefix & Number | Title                                     | Credit Hours |
|------------------------|-------------------------------------------|--------------|
| Core Courses           |                                           |              |
| ESS 3400               | Athletic Training Fundamentals I          | 3            |
| ESS 3401               | Clinical Experience in AT I               | 2            |
| ESS 3402               | Clinical Experience in AT II              | 2            |
| ESS 3403               | Clinical Experience in AT III             | 2            |
| ESS 3404               | Clinical Experience in AT IV              | 2            |
| ESS 3405               | Clinical Experience in AT V               | 2            |
| ESS 3420               | Athletic Training Fundamentals II         | 3            |
| ESS 3430               | Medical Practice Management in AT         | 2            |
| ESS 3470               | Physical Agents in Athletic Training      | 3            |
| ESS 3480               | Therapeutic Exercise in Athletic Training | 3            |
| ESS 3490               | Advanced Issues in Athletic Training      | 3            |
| ESS 4010               | Practicum in Athletic Training I          | 2            |
| ESS 4011               | Practicum in Athletic Training II         | 2            |
| ESS 4920               | Sports Medicine Symposium                 | 2            |
| ESS 2700               | Prevention and Care of Athletic Injuries  | 3            |
|                        |                                           | 36           |
| Dept. Core Courses     |                                           |              |
| ESS 2500               | Exploration of Movement Sciences          | 3            |
| ESS 3091               | Physiology of Fitness (QI)                | 3            |
| ESS 3092               | Kinesiology                               | 3            |
| ESS 3093               | Biomechanics (QI)                         | 3            |
| ESS 3340               | Sport Psychology                          | 3            |
| ESS 4465               | Exercise Programming (QI)                 | 5            |
|                        |                                           | 20           |
| Outside ESS Courses    |                                           |              |
| HEDU 1950              | First Aid and Emergency Care              | 4            |
| BIOL 2325              | Human Anatomy                             | 4            |
| BIOL 2420              | Human Physiology                          | 4            |
| NUTR 5320              | Nutrition for Exercise and Sport          | 3            |
| HEDU 1030              | Substance Use and Abuse                   | 3            |
|                        | Subtotal                                  | 18           |
|                        | <b>Sub-Total</b>                          | <b>74</b>    |
| Elective Courses       | University Requirements                   |              |
|                        | Humanities                                | 3            |
|                        | Humanities                                | 3            |

| Course Prefix & Number        | Title                              | Credit Hours |
|-------------------------------|------------------------------------|--------------|
|                               | Fine Arts                          | 3            |
|                               | Fine Arts                          | 3            |
|                               | American Institutions              | 3            |
|                               | Writing 2010                       | 3            |
|                               | Life Sciences                      | 4            |
|                               | Life Sciences                      | 3            |
|                               | Quantitative Analysis Math         | 3-4          |
|                               | Quantitative Reasoning             | 3            |
|                               | Upper Division University Writings | 3            |
|                               | Diversity Course                   | 3            |
|                               | Quantitative Intensive             | 3            |
|                               | Quantitative Intensive             | 3            |
|                               | International                      | 3            |
|                               | <b>Sub-Total</b>                   | 48           |
| Track/Options (if applicable) |                                    |              |
|                               | <b>Sub-Total</b>                   |              |
|                               | <b>Total Number of Credits</b>     | 122          |

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

No new courses will be developed in the next five years. The current course listings meet CAATE and University requirements for accreditation and graduation, respectively.

## Appendix B: Program Schedule

For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and credit hours. This section should preferably be presented in tables similar to the table found in Appendix A.

| Semester/Level in ATEP    | Course Prefix & Number | Title                                       | Credit Hours | Course Category                 |
|---------------------------|------------------------|---------------------------------------------|--------------|---------------------------------|
| Semester 1 (pre-ATEP)     | ESS 2500               | Exploration of Movement Sciences            | 3            | Department Core                 |
|                           | HEDU 1030              | Substance Use and Abuse                     | 3            | Outside ESS Course              |
|                           | Humanities             |                                             | 3            | Elective/University Requirement |
|                           | Writing 2010           |                                             | 3            | Elective/University Requirement |
|                           | Diversity Course       |                                             | 3            | Elective/University Requirement |
|                           |                        | <b>Subtotal</b>                             | <b>15</b>    |                                 |
| Semester 2 (pre-ATEP)     | HEDU 1950              | First Aid and Emergency Care                | 4            | Outside ESS Course              |
|                           | BIOL 2325              | Human Anatomy                               | 4            | Outside ESS Course              |
|                           | ESS 2700               | Prevention & Care of Athletic Injuries      | 3            | Core (Pre-requisite for ATEP)   |
|                           | Fine Arts              |                                             | 3            | Elective/University Requirement |
|                           |                        | <b>Subtotal</b>                             | <b>14</b>    | <b>Total = 29</b>               |
|                           |                        |                                             |              |                                 |
| Semester 3 (Pre-ATEP)     | Humanities             |                                             | 3            | Elective/University Requirement |
|                           | Fine Arts              |                                             | 3            | Elective/University Requirement |
|                           | Life Sciences          |                                             | 4            | Elective/University Requirement |
|                           | American Institutions  |                                             | 3            | Elective/University Requirement |
|                           |                        | <b>Subtotal</b>                             | <b>13</b>    | <b>Total = 42</b>               |
|                           |                        |                                             |              |                                 |
| Semester 4 (Level 1-ATEP) | ESS 3400               | Fundamentals of Athletic Training I         | 3            | Core                            |
|                           | ESS 3401               | Clinical Experiences in Athletic Training I | 2            | Core                            |
|                           | ESS 3470               | Physical Agents in Athletic Training        | 3            | Core                            |

| Semester/Level in ATEP    | Course Prefix & Number     | Title                                            | Credit Hours | Course Category                 |
|---------------------------|----------------------------|--------------------------------------------------|--------------|---------------------------------|
|                           | BIOL 2420                  | Human Physiology                                 | 4            | Outside ESS Course              |
|                           | International Course       |                                                  | 3            | Elective/University Requirement |
|                           |                            | <b>Subtotal</b>                                  | <b>15</b>    | <b>Total = 57</b>               |
|                           |                            |                                                  |              |                                 |
| Semester 5 (Level 2-ATEP) | ESS 3402                   | Clinical Experiences in Athletic Training II     | 2            | Core                            |
|                           | ESS 3420                   | Fundamentals of Athletic Training II             | 3            | Core                            |
|                           | ESS 3430                   | Medical Practice Management in Athletic Training | 2            | Core                            |
|                           | ESS 3092                   | Anatomical Kinesiology                           | 3            | ESS Core                        |
|                           | Life Sciences              |                                                  | 3            | Elective/University Requirement |
|                           |                            | <b>Subtotal</b>                                  | <b>13</b>    | <b>Total = 70</b>               |
| Semester 6 (Level 3-ATEP) | ESS 3403                   | Clinical Experiences in Athletic Training III    | 2            | Core                            |
|                           | ESS 3480                   | Therapeutic Exercise in Athletic Training        | 3            | Core                            |
|                           | ESS 3490                   | Advanced Issues in Athletic Training             | 3            | Core                            |
|                           | ESS 3091                   | Physiology of Fitness (QI)                       | 3            | Department Core                 |
|                           | NUTR 5320                  | Nutrition for Exercise and Sport                 | 3            | Outside ESS Course              |
|                           |                            | <b>Subtotal</b>                                  | <b>14</b>    | <b>Total = 84</b>               |
|                           |                            |                                                  |              |                                 |
| Semester 7 (Level 4-ATEP) | ESS 3404                   | Clinical Experiences in Athletic Training IV     | 2            | Core                            |
|                           | ESS 4010                   | Practicum in Athletic Training I                 | 2            | Core                            |
|                           | ESS 3340                   | Sport Psychology                                 | 3            | Department Core                 |
|                           | ESS 4465                   | Exercise Programming (QI)                        | 5            | Department Core                 |
|                           | Quantitative Analysis Math |                                                  | 3-4          | Elective/University Requirement |
|                           |                            | <b>Subtotal</b>                                  | <b>15-16</b> | <b>Total = 99-100</b>           |
|                           |                            |                                                  |              |                                 |
| Semester 8 (Level 5-ATEP) | ESS 3405                   | Clinical Experiences in Athletic Training V      | 2            | Core                            |
|                           | ESS 4011                   | Practicum in Athletic Training II                | 2            | Core                            |

| Semester/Level in ATEP             | Course Prefix & Number | Title                     | Credit Hours | Course Category                 |
|------------------------------------|------------------------|---------------------------|--------------|---------------------------------|
|                                    | ESS 4920               | Sports Medicine Symposium | 2            | Core                            |
|                                    | ESS 3093               | Biomechanics              | 3            | Department Core                 |
|                                    | Quantitative Reasoning |                           | 3            | Elective/University Requirement |
|                                    | Upper Division Writing |                           | 3            | Elective/University Requirement |
|                                    |                        | <b>Subtotal</b>           | <b>15</b>    | <b>Total = 114-115</b>          |
| NOTE: QI (8 credits) in Dept. Core |                        |                           |              |                                 |

## Appendix C: Faculty

Bradley T. Hayes Ph.D., ATC-L  
Director, Athletic Training Education  
Instructor/Approved Clinical Instructor (ACI)

Craig Switzler MS, ATC-L  
Clinical Education Coordinator/Instructor  
Instructor/Approved Clinical Instructor (ACI)/Clinical Instructor Educator (CIE)

Bill Bean MS PT, ATC-L  
Director of Sports Medicine/Instructor  
Instructor/Approved Clinical Instructor (ACI)

Debra Willardson PT, ATC-L  
Associate Director of Sports Medicine  
Instructor/Approved Clinical Instructor (ACI)

Trevor Jameson MS, ATC-L  
Instructor/Approved Clinical Instructor (ACI)

Tom Iriye ATC-L  
Instructor/Approved Clinical Instructor (ACI)



November 26, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Doctor of Philosophy (Ph.D.) in Rehabilitation Science, Effective Spring 2009 – Action Item

Issue

The University of Utah requests approval to offer a Doctoral Program (Ph.D.) in Rehabilitation Science effective Spring 2009. This program was approved by the institutional Board of Trustees in November, 2008.

Background

The purpose of the proposed program is to prepare researchers and scholars in the field of Rehabilitation Science. This doctoral program will focus on patients with injuries and diseases to determine the best scientific bases of rehabilitation practices and the effectiveness of those clinical practices. The program will be overseen by the Division of Physical Therapy and will collaborate with other departments and centers within the University. While the Division does not offer a doctoral program to train researchers, it does offer the Doctor of Physical Therapy (DPT), a clinical practice credential. Bringing together research and clinical practice would strengthen both doctoral programs.

Two clinical faculty will be involved in teaching and student oversight and will include faculty from the Departments of Orthopedics, Internal Medicine, Physical Medicine and Rehabilitation, and Neurology in the School of Medicine and the College of Nursing and Center on Aging. Only three new students per year will be admitted until more research faculty are added to the Department of Physical Therapy. The proposed program would require 66 credit hours from five core areas.

The Department of Physical Therapy is working with the Department of Exercise Science to mentor doctoral students, six formerly and three currently. Faculty believe that the Ph.D. in Rehabilitation Science would be a better fit with these students' goals. Students having earned the Doctor of Physical Therapy (DPT) are reported by faculty to have inquired about a research degree in Rehabilitation Science. No formal survey of student interest has been conducted.

Shortages in trained faculty support the need for this program. Statistics released in 2007 by the American Physical Therapy Association (APTA) demonstrated that 130 core faculty positions were unfilled with more positions to be created in the next two years. APTA calculates that the vacancy rate is nearly seven percent with projections of 14 percent as these programs expand. APTA also projects the retirement of 41 percent of faculty now over 50 years of age. With the entry level credential for Physical Therapy now at the doctoral level, more faculty with research doctorates will be needed. University of Utah DPT faculty believe that a program in Rehabilitation Science will attract high quality faculty who will in turn attract students interested in the scientific bases of rehabilitation

#### Policy Issues

USHE institutions expressed support for the program.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review the request from the University of Utah to offer the Doctor of Philosophy (Ph.D.) in Rehabilitation Science, raise questions, and, if satisfied, approve the request.

---

William A. Sederburg, Commissioner

WAS/PCS  
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer the Doctor of Philosophy (Ph.D.) in Rehabilitation Science

University of Utah

Prepared for:  
William A. Sederburg  
by  
Phyllis C. Safman

November 26, 2008

## **Section I: The Request**

The University of Utah requests approval to offer a Doctoral Program (PhD) in Rehabilitation Science effective Spring 2009. This program has been approved by the institutional Board of Trustees in November, 2008.

## **Section II: Program Description**

### **Complete Program Description**

The mission of the doctoral program in Rehabilitation Science is to advance the scientific knowledge underlying clinical practice of rehabilitation through the development of expertise in research, teaching, and professional service. Students will be given opportunities to acquire and develop skills in scholarship, teaching, and professional leadership. The Department of Physical Therapy recently began offering the Doctor of Physical Therapy (DPT) degree for students interested in the clinical practice of Physical Therapy. The DPT is a clinical degree that is intended for individuals interested in engaging in clinical practice. The doctoral program in Rehabilitation Science will award a PhD degree and will focus on the development of individuals with the expertise needed to conduct independent research and obtain positions as faculty members. The proposed PhD program in Rehabilitation Science would be complementary to the existing DPT program. Enrollment in the DPT program would not be affected by a PhD program because these programs have different missions. The presence of graduate students enrolled in the PhD program will enhance the academic experience of the DPT students by increasing scholarly activity and providing enhanced opportunities for involvement as teaching assistants.

### **Purpose of Degree**

Rehabilitation of individuals with injury or disease is an important aspect of quality health care. There is a corresponding need to prepare scholars committed to advance the scientific basis of rehabilitation and examine the clinical outcomes of evidence-based rehabilitation activities. The Department of Physical Therapy at the University of Utah has a rich history and strong national reputation in clinical training of rehabilitation professionals and innovation in rehabilitation research. The Department currently does not offer a doctoral program to train interested individuals for careers as researchers, scholars, and leaders in the demanding field of Rehabilitation Science. The Department of Physical Therapy, in collaboration with other departments and centers within the University, is therefore proposing a doctoral program in Rehabilitation Science.

### **Institutional Readiness**

The Department of Physical Therapy conducted its most recent strategic planning session in the Spring of 2006. The faculty considered creation of a PhD program as one of its primary objectives for the next two years, noting that this degree offering would be an integral part of the Department's expanding research agenda and commitment to the advancement of the science of rehabilitation and related studies. The most recent Graduate Council review conducted in the Fall of 2006 noted that the Division has substantially increased its scholarly activity in the time since the previous review (2000), and commended the research accomplishments of the faculty. Both the external and internal review teams encouraged the Department to work towards developing a PhD program to further enhance faculty progress in scholarly activity. The

results of these recent reviews indicate a readiness, recognized both within and outside the Department, to develop a PhD program.

Because the Department of Physical Therapy already administers a Doctor of Physical Therapy program, the essential resources for establishing a PhD program already exist including administrative support and classroom facilities. The Department also has existing space dedicated to research including the Skeletal Muscle Exercise Research Facility (SMERF) and Motion Capture Core Facility. Thus, there would be no new administrative or space resources required.

The size of the faculty is a consideration in determining readiness. The Department currently has a total of eight faculty members (6 tenure-track faculty members and 2 full-time clinical-track faculty members) who are actively engaged in an ongoing research agenda. These faculty members also have established collaborative relationships with faculty members and research facilities in other departments, providing an enhanced diversity of opportunities for mentoring and access to research facilities. Faculty in the Department of Physical Therapy are actively collaborating with faculty from the Departments of Orthopedics, Internal Medicine, Neurology, and Physical Medicine & Rehabilitation from the School of Medicine, and from the School of Nursing and Center on Aging. In order to provide an appropriate amount of mentoring without overburdening faculty members, enrollment will be limited to no more than three new students per year until additional faculty members can be added. Anticipated is a minimal increase in budgetary expenditures resulting from costs associated with teaching additional courses and time for student mentoring. These expenses can be absorbed into existing faculty FTE and/or Department discretionary revenue.

## **Faculty**

The Department of Physical Therapy has six tenure-track faculty (1 full professor, 3 associate, 2 assistant), seven clinical-track faculty (2 associate, 3 assistant, 2 instructors), and 35 adjunct faculty. The faculty within the Department have a strong record of scholarship that has been steadily increasing over the past few years. In 2006 the Department's research was supported by 13 grants providing direct costs of just over \$200,000. Several members of the faculty have received institutional, regional, and national awards for their research efforts. The number of peer-reviewed publications from the faculty also has been steadily increasing. Faculty supporting the proposed program are listed in Appendix C.

## **Staff**

No additional professional staff would be needed to support the doctoral program in Rehabilitation Science. Because of the limited number of students to be admitted to the program, the existing staff will be able to provide support to the program.

## **Library and Information Resources**

Library resources contain biomedical journals and other textbooks and reference material related to biomedical sciences and Physical Therapy. The existing resources of the Eccles Health Sciences Library are adequate to support the proposed doctoral program.

## **Admission Requirements**

Applicants for admission to the proposed doctoral program in Rehabilitation Science must be admitted by the Graduate School and the Department of Physical Therapy. Applicants should have a strong interest in research, teaching, and service in a rehabilitation-related field. Applicants must have an earned bachelor's degree. A master's or clinical doctoral degree in an area related to the health sciences (MPT, DPT, MOT, OTD, AudD, MD) is desirable. Certainly, the exceptional student with a bachelor's degree and compelling clinical/research experience in health sciences will be considered. The following information must be submitted to the Graduate School:

1. Graduate Admissions Application
2. Official transcripts of undergraduate and graduate course work
3. For international students, a Test of English as a Foreign Language (TOEFL) score

The following information must be submitted to the Department of Physical Therapy:

1. A current curriculum vitae
2. Report of the Graduate Record Exam (verbal, quantitative, and analytical) taken within the past five years
3. A written statement (less than 1000 words) of research experience and interest, and long-term career goals
4. 3-5 letters of recommendation from individuals with knowledge of the applicant's potential for success in a doctoral program

Admission to the Doctoral Program in Rehabilitation Science will require:

1. Acceptance to the Graduate School at the University of Utah
2. A minimum grade point average of 3.0 in all college work
3. Availability of faculty mentor resources that match the student's research interests
4. TOEFL score of at least 550, if applicable

## **Student Advisement**

Upon admission into the proposed doctoral program, each student will be matched with a faculty advisor who will assist the student to develop a plan of study and will oversee the composition of a supervisory committee that will be identified after the student's first year. The supervisory committee must be approved by the faculty advisor, and will be responsible for providing additional advisement to the student throughout his or her course of study.

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

The total number of credit hours required by the doctoral program in Rehabilitation Science (minimum 66 credits) is consistent with other PhD programs at the University of Utah and in comparable programs in Rehabilitation Science offered at other institutions.

## **External Review and Accreditation**

The professional doctorate program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). However CAPTE does not accredit PhD programs. The program

proposal for the doctorate in Rehabilitation Science has been reviewed by the Dean of the College of Health and contributing faculty from other programs at the University of Utah.

### Projected Enrollment

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 1    | 3                 | 15           | 1:5                      | N/A                       |
| 2    | 6                 | 15           | 2:5                      | N/A                       |
| 3    | 9                 | 15           | 3:5                      | N/A                       |
| 4    | 10                | 15           | about 3:5                | N/A                       |
| 5    | 12                | 15           | 4:5                      | N/A                       |

### Expansion of Existing Program

INot applicable.

## Section III: Need

### Program Need

The Department of Physical Therapy at the University of Utah is located in the College of Health, which consists of seven departments and divisions. Currently, PhD degree programs are available within the Departments of Parks Recreation and Tourism, Health Promotion and Education, Communication Sciences and Disorders, and Exercise and Sports Science within the College of Health. Students within the Department of Physical Therapy, or those interested in developing scholarly expertise in area of Rehabilitation Science, presently do not have an option for PhD training in a program specifically designated to address the unique research perspective of a clinically-oriented discipline. The diverse expertise of faculty mentors within the Department of Physical Therapy in collaboration with supporting departments and divisions create an enriching environment for graduate studies to advance the frontiers of knowledge underlying the science of rehabilitation. The need for a doctoral program in Rehabilitation Science also fills a need specific to the Department of Physical Therapy and the U of U's College of Health. The Department of Physical Therapy has been hindered in the recruitment of highly qualified faculty members by the lack of a doctoral program specific to the needs of graduate students interested in research in the science and application of rehabilitation. The creation of a doctoral program in Rehabilitation Science will help the Department recruit and retain the most highly-qualified scholars in their fields. In addition, the Graduate Council, in a recent review of the program, recommended the Department consider development of a PhD program in order to advance the scholarship of the Department.

### Labor Market Demand

There continues to be a strong need for qualified faculty in education programs in healthcare disciplines such as Physical Therapy. Faculties across the country continue to seek highly qualified scholars and researchers who will become professional leaders. The national shortage of faculty in Physical Therapy will persist due to shortages in the work force creating higher salaries for clinical positions, and increasing

degree requirements for practicing clinicians. For example, the Department of Physical Therapy at the University of Utah recently changed its entry-level degree for physical therapists from a master's (MPT) to a clinical doctorate (DPT) degree. This follows a national trend in the profession which has increased the need for faculty members with higher terminal degrees. The proposed doctoral program in Rehabilitation Science is designed to prepare scholars to address the need for faculty created by a rapidly changing health care system.

### **Student Demand**

There has been no formal tracking of the inquiries that the Department of Physical Therapy has received regarding the availability of a doctoral program; however, faculty in the Division who are engaged in research activities have each been approached by several potential students expressing a desire to be mentored in the pursuit of a doctoral degree. Several of these potential doctoral students have been graduates of the DPT program who are interested in careers in teaching and research. In the past the Department has recommended the program in the Department of Exercise Science for these students, or they have chosen to enroll in programs at other institutions that were more suited to the pursuit of a PhD in the science of rehabilitation. Currently faculty in the Department of Physical Therapy are serving as co-chairs on the supervisory committees for four PhD students enrolled in the Department of Exercise Science. Each of these individuals has a background as a rehabilitation provider and would likely have selected to enroll in a PhD program in Rehabilitation Science had one been available at the University.

The expectation is that the proposed program would attract a sufficient number of high-quality applicants. The program would be the first of its kind in the Intermountain West. The most highly-regarded PhD programs in Rehabilitation Science include the Universities of Southern California, Delaware, Pittsburgh, Florida, and the University of Washington in St. Louis. Students interested in the degree and who wish to live or remain in the region would be attracted to the proposed program. The faculty at the University of Utah are recognized nationally for research excellence which would also make the program attractive to potential applicants.

### **Similar Programs**

There are no doctoral programs in Rehabilitation Science within the USHE. The nearest existing programs are located in California or in the Midwest. Existing programs that are similar in scope include: Texas Women's University, The Ohio State University, University of Buffalo, University of Delaware, University of Florida, University of Iowa, University of Kansas, University of Minnesota, University of Pittsburgh, University of Southern California, University of Washington, Washington University, St. Louis.

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

Not Applicable

### **Benefits**

A doctoral program in Rehabilitation Science would provide career opportunities for students who graduate from the University of Utah or elsewhere. The University would benefit by attracting additional high quality students into the College of Health and Department of Physical Therapy. The addition of these individuals to the Department of Physical Therapy will enhance the educational experience of DPT students as well.



The national reputation of the University of Utah would be enhanced as students graduate from the program and become productive researchers, teachers and professional leaders.

### **Consistency with Institutional Mission**

The doctoral program in Rehabilitation Science would be consistent with the University of Utah's mission to "educate the individual, and to discover, refine, and disseminate knowledge." The University of Utah is recognized nationally and internationally as a leader in education for the health sciences. Developing an opportunity to train leaders in the field of rehabilitation is consistent with the mission of the University and the academic mission of the programs in the Health Sciences. A doctoral program in Rehabilitation Science is also consistent with the mission of the Department of Physical Therapy to "Investigate, discover and transmit knowledge related to physical therapy."

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

### **Program Assessment**

This program is not subject to accreditation from a specific agency. As a graduate program at the University of Utah, the program will be subject to review by the Graduate Council. In addition, the Department of Physical Therapy will extend the program assessment procedures used to evaluate the DPT program to the PhD program in Rehabilitation Science. These procedures include:

1. Exit interviews – these interviews are held with every student just prior to their graduation, following completion of the dissertation defense. Students come to the interview having completed a survey form. Using the survey as the basis for discussion, the interviews consist of collecting further information about the students' impressions of the facilities, the faculty, and the program of study, along with their most positive experiences and those elements of the program they would like to change.

2. Graduate survey – Graduates are sent a 32 question survey about one year post-graduation. Graduates are asked to reflect on their preparedness for employment on a scale from strongly-agree to strongly-disagree.

The faculty of the Department of Physical Therapy will use these assessment tools to conduct an informal internal review of the program on a yearly basis. Because graduate information will not be available for the first few years of the program, the informal review will be conducted as a meeting of the involved faculty members.

### **Expected Standards of Performance**

Graduates of the Doctoral Program in Rehabilitation Science will have a specific area of expertise in Rehabilitation Science. The graduates will become researchers, scholars, teachers, thinkers, and planners in the demanding and changing field of Rehabilitation Science. The graduates will possess the skills necessary to become successful in a career as members of university faculties, or other research-related positions. The ability of the doctoral program to achieve these goals will be assessed from the program assessment procedures described above. The acquisition of these skills by an individual student will be assessed by the student's supervisory committee who will oversee the student's completion of the following requirements for graduation:

1. Successful completion of a minimum of 66 credit hours, comprising 18 credits from the research and statistics core, 14 credits in the student's area of emphasis, 4 credits of rehabilitation science seminar, 14 additional credits of independent study or electives, and 18 credits of doctoral dissertation research.
2. Successful completion of a Qualifying Examination, demonstrating competency in the domains of research and statistic, and the student's are of emphasis in rehabilitation science. The Qualifying Examination will be judged by the student's supervisory committee to ensure that the student is adequately prepared to accomplish his or her dissertation research.
3. Submission of a written dissertation and successful completion of the oral defense of the dissertation. The written and oral defense of the dissertation will be judged by the student's supervisory committee to ensure that the student possesses the skills necessary to conduct, present, and defend his or her research. After final approval of the dissertation by the supervisory committee, the student will have completed all requirements of the doctoral program.

#### Section V: Finance

| Financial Analysis Form   |         |          |          |          |          |
|---------------------------|---------|----------|----------|----------|----------|
|                           | Year 1  | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Students</b>           |         |          |          |          |          |
| Projected FTE Enrollment  | 4       | 8        | 10       | 11       | 11       |
| Cost Per FTE              | 20000   | 18000    | 17000    | 17000    | 17000    |
| Student/Faculty Ratio     | 15      | 25       | 35       | 35       | 45       |
| Projected Headcount       | 3       | 6        | 9        | 10       | 12       |
|                           |         |          |          |          |          |
| <b>Projected Tuition</b>  |         |          |          |          |          |
| Gross Tuition             | 12000   | 23000    | 26000    | 22000    | 24000    |
| Tuition to Program        | 7000    | 14000    | 16000    | 13000    | 15000    |
|                           |         |          |          |          |          |
| 5 Year Budget Projection  |         |          |          |          |          |
|                           | Year 1  | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Expense</b>            |         |          |          |          |          |
| Salaries & Wages          | 55000   | 102000   | 118000   | 130000   | 120000   |
| Benefits                  | 18700   | 35000    | 40000    | 45000    | 41000    |
| Total Personnel           |         |          |          |          |          |
| Current Expense           |         |          |          |          |          |
| Travel                    | 1300    | 1000     | 2000     | 2500     | 2500     |
| Capital                   | 5000    | 5000     | 7000     | 7500     | 7500     |
| Library Expense           |         |          |          |          |          |
| Total Expense             | \$80000 | \$143000 | \$167000 | \$185000 | \$171000 |
|                           |         |          |          |          |          |
| <b>Revenue</b>            |         |          |          |          |          |
| Legislative Appropriation |         |          |          |          |          |
| Grants & Contracts        | 100000  | 125000   | 155000   | 165000   | 170000   |
| Donations                 |         |          |          |          |          |
| Reallocation              |         |          |          |          |          |

|                    |          |          |          |          |          |
|--------------------|----------|----------|----------|----------|----------|
| Tuition to Program | 7000     | 14000    | 16000    | 13000    | 15000    |
| Fees               |          |          |          |          |          |
| Total Revenue      | \$107000 | \$139000 | \$171000 | \$178000 | \$185000 |
|                    |          |          |          |          |          |
| Difference         |          |          |          |          |          |
| Revenue-Expense    | \$27000  | \$-5000  | \$1000   | \$-9000  | \$14000  |

### Budget Comments

The costs associated with the implementation of the doctoral program in Rehabilitation Science would be those required for instruction of four new courses (total of 12 credit hours per year) needed for the program. It is anticipated that these courses would be taught by regular faculty members as part of their existing FTE status, or auxiliary faculty with appropriate expertise. The revenue from grants and contracts is associated with offsetting of salary and benefits of faculty. The expenses assume that there will be some additional expense burden per student as the program begins and that the cost per student FTE will decrease slightly as the program becomes established. As students progress in the PhD the number of credit hours they take will decrease as they finish their coursework and then begin their dissertation and research hours. There will be no additional costs associated with mentoring PhD students. The time required for mentoring can be absorbed into existing faculty FTE. There are no new costs required for space or equipment associated with this program.

### Funding Sources

Additional funding from the University for the credit hours generated by the doctoral program will help to offset costs associated with the program. Assuming an enrollment of three students who would take six credits of coursework each per year, the additional funding generated would be approximately \$2000 per year (18 credits at a differential tuition rate of \$108/credit hour). This is a conservative estimate and it is anticipated that the additional funding will grow in subsequent years as the program is able to take on additional enrollment. There are additional funds that are available through other departments that have students they will recommend for the proposed program.

### Reallocation

Not applicable.

### Impact on Existing Budgets

All of the proposed costs for the doctoral program in Rehabilitation Science will be absorbed into the existing budget of the Department of Physical Therapy. No other programs will be impacted. Funding increases due to increased credit hours will initially offset a portion of the additional costs. The majority of funds will be generated through grant acquisition.

## Appendix A: Program Curriculum

### All Program Courses

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences).

| Course Prefix & Number | Title                                                   | Credit Hours |
|------------------------|---------------------------------------------------------|--------------|
| Core Courses           | NURS 7201 - Statistics I                                | 4            |
|                        | NURS 7202 - Statistics II                               | 4            |
|                        | NURS 7001 - Descriptive Research Designs                | 3            |
|                        | NURS 7002 - Experimental and Correlational Design       | 3            |
|                        | New Course: Principles of Clinical Research I           | 3            |
|                        | New Course: Principles of Clinical Research II          | 3            |
|                        | New Course: Rehabilitation Science Seminar              | 3            |
|                        |                                                         | 1            |
|                        | <b>Sub-Total</b>                                        | <b>21</b>    |
| Elective Courses       | Elective courses based on emphasis:                     |              |
|                        | New Course - Principles of Evidence-Based Practice      | 3            |
|                        | FP MD 6100 - Intro to Biostatistics                     | 3            |
|                        | FP MD 6300 - Intro to Epidemiology                      | 3            |
|                        | FP MD 6105 - Adv Top in Epidemiology and Biostats       | 2            |
|                        | FP MD 63305 - Adv Methods of Epidemiologic Res          | 2            |
|                        | FP MD 6405 – Health Services Research                   | 2            |
|                        | GERON 6003 – Research Methods in Aging)                 | 3            |
|                        | MDCRC 6010 – Introduction to Epidemiology               | 2            |
|                        | MDCRC 6110 – Intermediate Epidemiology                  | 2            |
|                        | MDCRC 6120 - Cost-Effectiveness Analysis                | 1            |
|                        | MDCRC 6230 - Health Services Research                   | 2            |
|                        | New Course - Neuromuscular Adaptation to Rehabilitation | 3            |
|                        | ESS 6380 - Muscle Physiology                            | 3            |
|                        | BIOEN 6430 - Functioning of the Nervous System          | 4            |
|                        | BIOEN 6010 - Systemic Physiology II                     | 3            |
|                        | ESS 6300 - Advanced Exercise Physiology I               | 3            |
|                        | ESS 6310 - Advanced Exercise Physiology II              | 3            |
|                        | ESS 6320 - Exercise and Disease                         | 3            |
|                        | GERON 6001 – Introduction to Gerontology                | 3            |
|                        | GERON 6003 – Research Methods in Aging                  | 3            |
|                        | GERON 6604 – Physiology and Psychology of Aging         | 2            |
|                        | NUERSC 6040 - Cellular and Molecular Neuroscience       | 4            |
|                        | NUERSC 6245 - Cellular and Molecular Neuroscience Lab   | 2            |
|                        | <b>Sub-Total</b>                                        | <b>61</b>    |

| Course Prefix & Number        | Title                                                                                    | Credit Hours              |
|-------------------------------|------------------------------------------------------------------------------------------|---------------------------|
| Track/Options (if applicable) | Evidence-Based Practice in Rehabilitation<br>Neuromuscular Adaptations to Rehabilitation |                           |
|                               | <b>Sub-Total</b>                                                                         |                           |
|                               | <b>Total Number of Credits</b>                                                           | *** available (min 66 cr) |

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

List all new courses to be developed in the next five years by prefix, number, title, and credit hours (or credit equivalences). Use the following format:

The new course numbers are being finalized with the curriculum committee.

NEW COURSE: Principles of Clinical Research I (3 credits): The purpose of this course is to provide an overview of the general principles behind clinical research. The course will focus on such topics as models of disablement guiding clinical research, principles of hypothesis testing, concepts and issues in data collection and database management, protocol development, and research ethics.

NEW COURSE: Principles of Clinical Research II (3 credits): This course will cover methods in the design, conduct, and reporting of clinical research. The course content will cover various research designs including the relative advantages and limitations of each, and issues related to the statistical methods used in each design. Emphasis is placed on clinical research examining causation, natural history, diagnostic testing, and the evaluation of treatment efficacy.

NEW COURSE - Principles of Evidence-Based Practice (3 credits): The purpose of this course for this course is to introduce students to the principles related to evidenced-based practice in rehabilitation disciplines. The course content will cover principles for obtaining and evaluating the quality of published evidence. Additional emphasis will be placed on designing and evaluating the outcomes of translational research that seeks to integrate evidence into clinical practice.

NEW COURSE: Neuromuscular Performance and Adaptation to Rehabilitation (3 credits): This course examines the neuromuscular performance in a rehabilitation context. Emphasis is placed on the mechanisms required for functional activity, particularly in persons with disease or disability, and the role of rehabilitation interventions in maximizing function.

NEW COURSE: Rehabilitation Science Seminar (1 credit): This course is designed to provide students with an opportunity to critically review professional literature and discuss contemporary issues related to the science of rehabilitation.

## Appendix B: Program Schedule

The PhD program will be individualized for each student based on their choice of emphasis and elective courses. Sample curricular plans are provided below.

### SAMPLE PLAN OF STUDY – Evidence-Based Practice Emphasis

#### Semester #1 – Fall\_01

NURS 7201 Statistics I (4 credits)  
NEW COURSE Principles of Clinical Research I (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
FP MD 6100 Introduction to Biostatistics (3 credits)  
NEW COURSE Independent Study in Rehabilitation Science (2 credits)

#### Semester #2 – Spring\_01

NURS 7202 Statistics II (4 credits)  
NEW COURSE Principles of Clinical Research II (3 credits)  
FP MD 6300 Introduction to Epidemiology (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
NEW COURSE Principles of Evidence-Based Practice (3 credits)

#### Semester #3 – Summer\_01

NEW COURSE Independent Study in Rehabilitation Science (4 credits)

#### Semester #4 – Fall\_02

FP MD 6105 Advanced Topics in Epidemiology and Biostatistics (2 credits)  
NURS 7001 Descriptive Research Designs (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
MDCRC Cost-Effectiveness Analysis (2 credits)  
GER ON 6003 Research Methods in Aging (3 credits)

#### SEMESTER #5 – Spring\_02

NURS 7002 Experimental and Correlational Design (3 credits)  
FP MD 6305 Advanced Methods of Epidemiologic Research (2 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
FP MD 6405 Health Services Research (2 credits)  
NEW COURSE Independent Study in Rehabilitation Science (2 credits)  
COMPLETE PRELIMINARY COMPETENCY EXAMINATION

#### SEMESTER #6 – Summer\_02

NEW COURSE Independent Study in Rehabilitation Science (2 credits)  
NEW COURSE Dissertation Thesis Research (3 credits)

#### SEMESTER #7 – Fall\_03

NEW COURSE Dissertation Thesis Research (3 credits)  
MDCRC Clinical Research Ethics (1 credit)  
FP MD 6500 Introduction to Public Health (3 credits)

SEMESTER #8 – Spring\_03  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #9 – Summer\_03  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #10 – Fall\_04  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #11 – Spring\_04  
NEW COURSE Dissertation Thesis Research (3 credits)

|                                                                   |    |
|-------------------------------------------------------------------|----|
| TOTAL NUMBER OF CREDITS (minimum 66 required):                    | 76 |
| Research Design and Statistics Credits (minimum 18 required):     | 20 |
| Core Courses in Emphasis Area (minimum 14 required):              | 20 |
| Rehabilitation Science Seminar Credits (minimum 4 required):      | 4  |
| Electives, independent study, etc, credits (minimum 12 required): | 14 |
| Dissertation Credits (minimum 18 required):                       | 18 |

#### SAMPLE PLAN OF STUDY – Neuromuscular Adaptations Emphasis

Semester #1 – Fall\_01  
NURS 7201 Statistics I (4 credits)  
NEW COURSE Principles of Clinical Research I (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
ESS 6380 Muscle Physiology (3 credits)  
NEW COURSE Independent Study in Rehabilitation Science (2 credits)

Semester #2 – Spring\_01  
NURS 7202 Statistics II (4 credits)  
NEW COURSE Principles of Clinical Research II (3 credits)  
BIOENG 6010 Systemic Physiology (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
NEW COURSE Neuromuscular Performance and Adaptation to Rehabilitation (3 credits)

Semester #3 – Summer\_01  
NEW COURSE Independent Study in Rehabilitation Science (4 credits)

Semester #4 – Fall\_02  
BIOEN 6430 System Neuroscience (4 credits)  
NURS 7001 Descriptive Research Designs (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
ESS 6300 Advanced Exercise Physiology I (3 credits)  
GERON 6001 Introduction to Gerontology (3 credits)

SEMESTER #5 – Spring\_02  
NURS 7002 Experimental and Correlational Design (3 credits)  
ESS 6310 Advanced Exercise Physiology II (3 credits)  
NEW COURSE Rehabilitation Science Seminar (1 credit)  
ESS 6320 Exercise and Disease (3 credits)  
NEW COURSE Independent Study in Rehabilitation Science (2 credits)  
COMPLETE PRELIMINARY COMPETENCY EXAMINATION

SEMESTER #6 – Summer\_02  
NEW COURSE Independent Study in Rehabilitation Science (2 credits)  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #7 – Fall\_03  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #8 – Spring\_03  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #9 – Summer\_03  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #10 – Fall\_04  
NEW COURSE Dissertation Thesis Research (3 credits)

SEMESTER #11 – Spring\_04  
NEW COURSE Dissertation Thesis Research (3 credits)

|                                                                   |    |
|-------------------------------------------------------------------|----|
| TOTAL NUMBER OF CREDITS (minimum 66 required):                    | 80 |
| Research Design and Statistics Credits (minimum 18 required):     | 20 |
| Core Courses in Emphasis Area (minimum 14 required):              | 25 |
| Rehabilitation Science Seminar Credits (minimum 4 required):      | 4  |
| Electives, independent study, etc, credits (minimum 12 required): | 13 |
| Dissertation Credits (minimum 18 required):                       | 18 |



## Appendix C: Faculty

### Department of Physical Therapy Faculty

Lee Dibble, PhD, PT, ATC

K. Bo Foreman, PhD, PT

Julie M. Fritz, PhD, PT, ATC

Ed Gappmaier, PhD, PT

Paul LaStayo, PhD, PT, CHT

Robin L. Marcus, PhD, PT, OCS

Gina Maria Musolino, EdD, PT, MEd

Diane E. Nicholson, PhD, PT, NCS

R. Scott Ward, PhD, PT

### Adjunct Faculty and Collaborators

#### Department of Orthopedics

Robert Burks, MD, Assoc. Professor

Patrick Greis, MD, Asst. Professor

Christopher Peters, MD, Assoc. Professor

Charles Saltzman, MD, Professor and Chair

#### Division of Physical Medicine and Rehabilitation

Pamela Hansen, MD, Asst. Professor

Richard Kendall, DO, Asst. Professor

Stuart Willick, MD, Asst. Professor

#### Department of Neurology

John Rose, MD, Asst. Professor

John Steffens, MD, Asst. Professor

#### Department of Internal Medicine

Don McLain, MD, PhD, Professor and Chief, Division of Endocrinology and Metabolism

Mark Supiano, MD, Professor, Executive Director, University of Utah Center on Aging

#### School of Nursing

Susan Beck, PhD, RN, Assoc. Professor

Kathi Mooney, PhD, RN, Professor

Ginny Pepper, PhD, RN, Professor

#### Department of Mechanical Engineering

Staci Bamberg, PhD, Asst. Professor

December 5, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

The following have been submitted by Southern Utah University (SUU) for consideration by the Regents on the Consent Calendar of the Programs Committee.

***A. New Center: the Utah Center for Arts Administration (UCAA)***

**Request:** The College of Performing and Visual Arts (CPVA) requests authorization to establish the Utah Center for Arts Administration (UCAA). This center will serve as a resource for administrators of regional arts organizations by conducting applied research and providing training opportunities in a wide variety of areas. The expertise of the SUU and CPVA faculty and staff will be helpful to arts management professionals in developing and implementing more effective administrative and strategic practices into their various organizations. The UCAA will collaborate with the Utah Arts Council and existing arts organizations to increase the quality of management of arts organizations in the region and the state. The UCAA will also offer opportunities for faculty and second year graduate students in the SUU Arts Administration Program to engage in practical research, providing invaluable experience to them.

In addition, the UCAA will offer educational services to arts professionals focusing on areas such as Arts Marketing, Fundraising, Organizational Leadership, Board Relations, and Strategic Planning.

**Need:** There is a need for a central identifiable unit to provide training and research opportunities for arts organizations in Utah and the Southwest. This new center will help develop and implement training and professional advancement opportunities for working arts administrators; provide research support and data that otherwise would not be available or affordable to arts organizations; and provide a network for resources to solve problems and to assist other arts organizations facing similar challenges. If all functions as intended, it will also foster economic development in southern Utah for arts organizations by building capacity and expertise; help arts organizations become more financially stable; and help arts organizations develop strategic, operational, marketing, media and fundraising planning processes and plans.

It will develop state of the art consulting services for under-resourced arts organizations. The Center will be home for developing online courses in arts administration to promote distance learning opportunities for working professionals. A certificate program in Arts Administration will eventually be developed. The Center

will provide opportunities for SUU faculty to be involved in applied and interdisciplinary research and it will attract qualified applicants to the Arts Administration Program graduate program. Because of its purpose, it will be the ideal hub for students and employers to meet for internship and career placement.

**Institutional Impact:** The UCAA will be administered by the Master of Fine Arts in Arts Administration program in conjunction with the College of Performing and Visual Arts Dean's office. A faculty member from the MFA Arts Administration program will serve as the director of the Center with 15 percent reassignment time per semester. The Center Director will be overseen by the Dean and the Center's advisory committee, composed of academic and arts organization representatives from the region. The Center will be located in existing space in the Burch Mann House, which includes sufficient infrastructure to operate the Center. By providing projects for students in the participating departments, the Center will fulfill an academic need. The Center will enhance the educational opportunities for students and faculty and will help increase the enrollments in the college. It will become an asset to SUU and the Southwest Utah. This Center will be a defining element in identifying and illuminating the value of SUU to the constituent community.

**Finances:** The initial cost of the Center will be kept as low as possible in the startup phase. The five-year budget is designed to reduce the direct support from SUU as revenue comes in from workshop fees, from tuition generated through UCAA continuing education online courses, and from corporate sponsorships.

Existing resources and the current applied research focus of the Arts Administration Program will allow for immediate implementation of the Center. The marketing of the Center will be done through the existing website and through extensive email lists of arts administrators in Utah and the Southwest. The CPVA will also partner with the Utah Arts Council, the Utah Shakespearean Festival, the Egyptian Theatre, Plan-B Theatre, RDT Dance Company, and the Tuachan Performing Arts Center.

| <b>Costs for Utah Center for Arts Administration: Five Year Budget Plan</b> |                  |                  |                  |                  |                  |
|-----------------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Revenue</b>                                                              | <b>2008-09</b>   | <b>2009-10</b>   | <b>2010-11</b>   | <b>2011-12</b>   | <b>2012-13</b>   |
| Subsidy from CPVA Current Expense                                           | \$ 3,500         | \$ 3,500         | \$ 1,500         | \$ -             | \$ -             |
| Subsidy Program Director (15% of salary & benefits)                         | \$ 14,114        | \$ 14,537        | \$ 11,473        | \$ 4,485         | \$ -             |
| Subsidy Admin. Assist. (10% of salary & benefits)                           | \$ 1,512         | \$ 1,558         | \$ 1,604         | \$ -             | \$ -             |
| Tuition (CE online)                                                         | \$ -             | \$ 3,825         | \$ 8,200         | \$ 17,040        | \$ 22,150        |
| Fees                                                                        | \$ 1,650         | \$ 3,075         | \$ 3,000         | \$ 4,000         | \$ 5,000         |
| Sponsorship                                                                 | \$ -             | \$ -             | \$ 1,000         | \$ 1,500         | \$ 1,500         |
| Contributed Income                                                          | \$ -             | \$ -             | \$ 500           | \$ 750           | \$ 1,000         |
| <b>Income Subtotal</b>                                                      | <b>\$ 20,776</b> | <b>\$ 26,495</b> | <b>\$ 27,277</b> | <b>\$ 27,775</b> | <b>\$ 29,650</b> |
|                                                                             |                  |                  |                  |                  |                  |
| <b>Expenses</b>                                                             | <b>2008-09</b>   | <b>2009-10</b>   | <b>2010-11</b>   | <b>2011-12</b>   | <b>2012-13</b>   |
| Program Director (15% of salary & benefits)                                 | \$ 14,114        | \$ 14,537        | \$ 14,973        | \$ 15,422        | \$ 15,885        |
| Admin. Assist. (10% of salary & benefits)                                   | \$ 1,512         | \$ 1,558         | \$ 1,604         | \$ 1,652         | \$ 1,702         |
| Adjunct or Overloads                                                        | \$ 900           | \$ 5,400         | \$ 5,400         | \$ 5,400         | \$ 5,400         |
| Student Wages                                                               | \$ 1,250         | \$ 1,500         | \$ 1,500         | \$ 1,500         | \$ 1,650         |
| Current Expense                                                             | \$ 1,500         | \$ 1,750         | \$ 2,000         | \$ 2,000         | \$ 2,250         |
| Capital                                                                     | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             |
| Travel                                                                      | \$ 1,500         | \$ 1,750         | \$ 1,800         | \$ 1,800         | \$ 1,800         |
| <b>Subtotal</b>                                                             | <b>\$ 20,776</b> | <b>\$ 26,495</b> | <b>\$ 27,278</b> | <b>\$ 27,775</b> | <b>\$ 28,687</b> |
| <b>Difference (Net)</b>                                                     | <b>\$ -</b>      | <b>\$ -</b>      | <b>\$ (0)</b>    | <b>\$ 0</b>      | <b>\$ 963</b>    |

Year one plans include four workshops by July 2009. As the Center gets more established, workshops will be offered offsite and more extensive summer programming will run during the Utah Shakespearean

Festival. By year three, the subsidy from CPVA and for the program director salary and benefits will be reduced as more revenue comes in from fees and online course tuition. By year four, the subsidy from CPVA will be eliminated, as will the subsidy for the administrative assistant salary. The director's salary and benefit subsidy will be further reduced. By year five, the UCAA will be generating sufficient revenue to eliminate subsidies and to cover the director and administrative assistant salaries and benefits.

During year one, online course content for two courses will be developed. These courses will be offered through continuing education and will not count toward a degree. In years three and four, additional online content will be developed. The goal is that by year four the UCAA can begin to regularly offer one or two courses online each semester that will allow students to attain a Certificate of Arts Administration. The goal of the UCAA is to annually enroll 25 students in distance education courses. The budget assumes a four percent increase in tuition and inflation increases of three percent for salary and benefits.

### ***B. New Certificate: Speech Writing***

**Request:** The SUU Communication Department proposes to offer an academic certification program that prepares students for the formal process of researching, developing, writing, and presenting speeches. The certificate program, "Speech Writing Certificate" (SWC), would begin spring 2009. A student can be awarded the certificate upon completion of 21 credit hours of specific communication coursework.

The purpose of the SWC is to increase the number of individuals qualified and skilled in preparing public speeches for government, corporate, non-profit, entertainment and civic purposes. Students will develop rhetorical critique skills by evaluating exemplar presentations from political, civic, religious, entertainment, and business leaders and by practicing speech composition and preparation. Possible career applications include communication (public relations, media, advertising, etc.); politics; law; ministry; business; education; management; consulting; recruiting; training; and other public speaking-oriented activities.

To earn the SWC, students must complete 21 credits of specific coursework either as a communication major, a communication minor, or as separate coursework complementing another major. The specific existing courses are: Introduction to Communication; Thinking and Listening Critically; Advanced Public Speaking; Persuasion; Political Communication; Speech Composition; and Internship. The internship must either be at the SUU Public Speaking Center or in an approved speech/writing situation.

**Need:** Informal interaction with professionals has indicated a lack of qualified or interested speech writers. Also, students are asked to perform an increasing number of public presentations for various courses. The certificate would provide a focused program in the preparation, writing, and delivery of speeches for many occasions. While the technological advances in society indicate there are many alternative ways to communicate, the time-tested ability of communicating effectively in person is still a very important skill in society, in politics, in business, and in our personal lives.

The following speech writer skills, identified by salarywiz.com, will complement many SUU majors: "Prepares and/or writes speeches, briefings, and other.... Plans and edits in-house communications.... May be responsible for editorials, press releases or articles.... Familiar with a variety of the field's concepts, practices, and procedures.... A wide degree of creativity and latitude is expected."

Salarywiz.com also indicates the median expected salary for a typical speech writer in the U.S. is \$72,613. While the "Occupational Handbook" does not identify "speech writer" as an individual category, the site,

<http://www.bls.gov/oco/ocos089.htm>, reports that demand for writers and editors will be at or above the average for all occupations.

Introduction to Communication offers basic speech instruction along with the theory and practice of human communication skills. In 2002, it was moved from the general education core to the social science menu; thus fewer students were required to take the course. It is believed the absence of a basic speech course and an absence of emphasis on excellence in speech has left a serious vacuum wherein students and faculty now grapple for help in preparing and delivering public speeches and presentations. Presentations are becoming more and more common in all classes. SUU should provide as much assistance and guidance as possible in the highly desired job and life skill of public speaking and presentation.

Communication majors and minors will be able to earn the certificate while completing their requirements for those degrees. Students can declare certificate-seeking status with the SUU Registrar's office along with their major declaration. Students must file application for the certificate with the Communication office manager and the SUU Registrar's Office when the required coursework is completed.

**Institutional Impact:** The SUU Communication Department currently offers a BA, BS, and minor in Communication, and an MA in Professional Communication. Without negatively affecting existing offerings, the same administrative structure of the Communication Department will be utilized to manage and support the certificate. Existing faculty will cover courses for the SWC requirements. The Communication office manager will manage the advising and record keeping. A part-time adjunct faculty/staff person will be selected to direct the Public Speaking Center and will oversee the academic needs of the SWC.

All existing faculty are qualified and experienced to oversee and teach courses in the certificate program. Of the 11 full-time professors, 9 have PhDs, 1 has an EdD and the other has an MA. Several faculty have collegiate forensics or speech and debate coaching experience while several others have collegiate and high school competitive forensic experience. Assistants in the program will come from existing graduate teaching assistants. As the program grows, additional graduate teaching assistants may be involved in the instruction and development of the certificate offerings.

The proposed certificate program is an expansion of the existing major, minor and MA offered by the Communication Department. But it will be available to all students along with their major or minor. The certificate should provide a service to other related majors that utilize effective public speaking. The number of projected students is difficult to predict. But because the structure is in place through current classes, the projected numbers listed should be able to be handled in the classes.

The SWC will be offered with existing courses. However, as availability and need arises, the following course may be proposed to curriculum committees: Speech Composition – theoretical examination of the process of communication, the role of speech in self-development, the nature of meaning and the art of persuasion. It will provide practice in selecting topics, analyzing audiences, organizing content, improving delivery and critiquing speeches via presentation of informative and persuasive speeches.

The certification program should not have an impact on other USHE institutions.

**Finances:** The SWC will be supported through minimal internal reallocation involving a request for one faculty member to have a quarter-time release to oversee the certificate along with a companion request for

a "Public Speaking Center." A qualified faculty member would be designated to manage both the certificate and the center. The Communication Department office manager will assist with record keeping.

| <b>Costs for Speech Certificate Program: Five Year Budget Plan</b> |                 |                 |                 |                 |                 |
|--------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Students</b>                                                    | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
| Projected FTE Enrollment                                           | 10              | 10              | 15              | 15              | 20              |
| Cost per FTE                                                       | \$1,005         | \$1,215         | \$1,033         | \$1,033         | \$880           |
| Student/Faculty Ratio*                                             | 40              | 30              | 36              | 36              | 40              |
| Projected Headcount                                                | 15              | 15              | 22              | 22              | 30              |
| <b>Projected Tuition</b>                                           | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
| Gross Tuition                                                      | \$35,020        | \$35,020        | \$52,530        | \$52,530        | \$70,040        |
| Tuition to Program**                                               | \$10,506        | \$10,506        | \$15,759        | \$15,759        | \$21,002        |
|                                                                    |                 |                 |                 |                 |                 |
| <b>Expense</b>                                                     | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
| Salaries & Wages***                                                | \$6,300         | \$8,400         | \$10,500        | \$10,500        | \$12,600        |
| Benefits                                                           | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Total Personnel                                                    | \$6,300         | \$8,400         | \$10,500        | \$10,500        | \$12,600        |
| Current Expense                                                    | \$1,000         | \$1,000         | \$1,500         | \$1,500         | \$1,500         |
| Travel                                                             | \$750           | \$750           | \$1,000         | \$1,000         | \$1,000         |
| Capital                                                            | \$1,500         | \$1,500         | \$2,000         | \$2,000         | \$2,000         |
| Library Expense                                                    | \$500           | \$500           | \$500           | \$500           | \$500           |
| <b>Total Expense</b>                                               | <b>\$10,050</b> | <b>\$12,150</b> | <b>\$15,500</b> | <b>\$15,500</b> | <b>\$17,600</b> |
|                                                                    |                 |                 |                 |                 |                 |
| <b>Revenue</b>                                                     | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
| Legislative Appropriation                                          | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Grants                                                             | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Reallocation                                                       | \$ -            | \$1,644         | \$ -            | \$ -            | \$ -            |
| Tuition to Program                                                 | \$10,506        | \$10,506        | \$15,759        | \$15,759        | \$21,012        |
| Fees                                                               | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| <b>Total Revenue</b>                                               | <b>\$10,506</b> | <b>\$12,150</b> | <b>\$15,759</b> | <b>\$15,759</b> | <b>\$21,012</b> |
| <b>Total Difference</b>                                            | <b>\$456</b>    | <b>\$0</b>      | <b>\$259</b>    | <b>\$259</b>    | <b>\$3,412</b>  |

\*Ratio based on 0.25 FTE adjunct administrator to oversee program for year one; 0.33 for year two; 0.42 for years three and four; and 0.50 for year five. \*\*Tuition estimates based on 30% of undergraduate resident tuition of \$3,502. \*\*\*Compensation for adjunct director to manage Speech Certificate Program. No additional faculty expenses will be incurred.

### ***C. "New" Education Endorsements: Gifted and Talented Education, Elementary Mathematics, and Educational Technology***

**Request:** This request is to appropriately recognize three endorsement areas currently offered in the Beverly Taylor Sorenson College of Education and Human Development so that Southern Utah University can continue to offer these endorsements being in full compliance to Regent policy. The three endorsement areas are 1) Gifted and Talented Education (15 credit hours); 2) Elementary Mathematics (18 credit hours); and 3) Educational Technology (18 credit hours). These endorsements may not have been submitted through the appropriate R401 process due to misunderstanding, misinterpretation of policy, or due to leadership changes in both the college and university.

The courses for these endorsement areas have been approved through the SUU Curriculum Committee Process and have been included in the University catalog for several years (some date back to 2003 when the college was awarded its NCATE accreditation). Syllabi for each of the courses in these three programs are available upon request.

**Need:** The Beverley Taylor Sorenson College of Education and Human Development, in collaboration with the Utah State Office of Education and school districts throughout the state, offers a variety of courses to public school teachers that enable them to qualify for state-approved endorsements such as ESL, reading, and those mentioned above.

These endorsement areas are in high demand across the state since the implementation of “No Child Left Behind” national legislation. Currently the college is working with 12 school districts in providing a variety of endorsement courses and programs in conjunction with its Master’s of Education Cohort Program. These endorsement areas not only provide teachers with the knowledge, skills, and dispositions that enable them to become more proficient and better in what they teach, but data indicate that students who receive instruction from these “highly trained” teachers do better on state assessments.

**Institutional Impact:** The formal approval by the Board of Regents for SUU to offer these endorsement areas will enhance the College of Education and Human Development’s ability to be responsive to the needs of school districts and teachers. Requests are high and enrollments will increase. However, since nearly all of these endorsement areas are taught in the school district requesting them, using qualified adjunct instructors, and following college guidelines, no detrimental effect will be seen by departments.

All existing departmental and college procedures for the administration of these endorsements are in place. The formal recognition of these three endorsement areas will not affect administrative, staff, or faculty positions. There will be no impact on SUU physical facilities. All infrastructure is in place for the facilitation of these endorsement areas between the College of Education and Human Development, SUU’s School of Continuing and Professional Studies (SCPS), the State Office of Education, and requesting school districts.

**Finances:** Since endorsement courses and programs are typically facilitated through SUU’s School of Continuing and Professional Studies, any expense relating to the registration of courses or programs are born by the individual teacher or school district. Delivery costs of endorsement programs are born by the school district requesting them. Adding Master of Education cohorts is the only way in which the college or department may have increased expense. Still, existing formulas for tuition and fees for these cohorts typically cover expenses. If exponential growth does occur, which is not anticipated, modification of funding formulas may be merited. There will be no budgetary impact on any other SUU programs or courses.

### Recommendation

The Commissioner recommends approval of all items on the Program’s Consent Calendar as noted.

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William A. Sederburg  
Commissioner of Higher Education

WAS/AMH

December 5, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

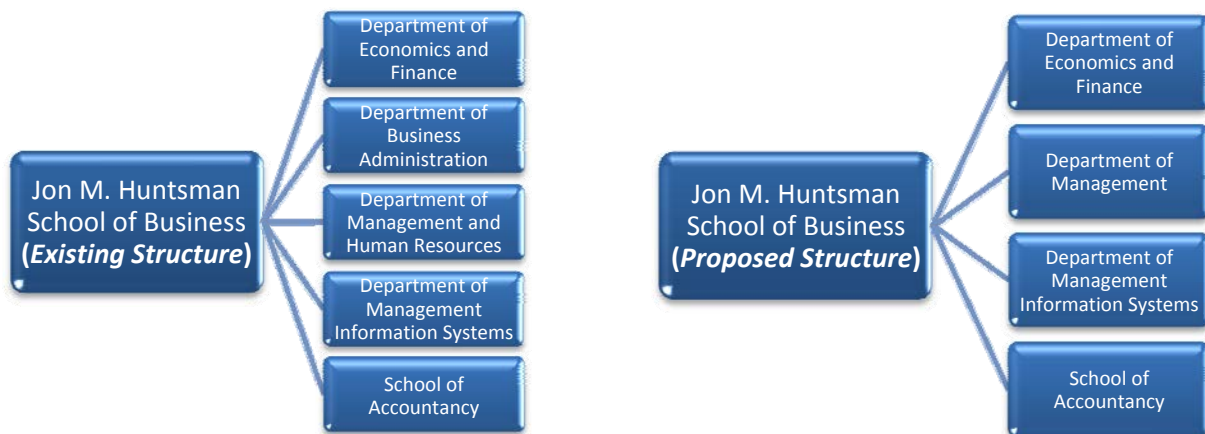
The following have been submitted for consideration by the Regents on the Information Calendar of the Programs Committee.

**A. Utah State University –**

**i. Reconfigure: Jon M. Huntsman School of Business**

**Request:** The Jon M. Huntsman School of Business at Utah State University (USU) requests authorization to restructure departments within the school, effective Spring Semester 2009. This proposal was approved by the USU Board of Trustees on October 17, 2008.

Specifically, this proposal recommends that the Department of Business Administration be dissolved and the faculty currently assigned to this department be reassigned as follows (see illustrations): (1) the finance faculty will be consolidated with the economics faculty in the Department of Economics and Finance; (2) the marketing and operations management faculty will be consolidated in the existing Department of Management and Human Resources and the unit will be renamed the Department of Management.





**Need:** The proposed structure is designed to strengthen the mission-based focus and operational effectiveness of the Huntsman School of Business. An earlier proposal, approved by the Board of Regents on July 11, 2008, dissolved the Department of Economics and formed the Department of Economics and Finance in the Huntsman School of Business and the Department of Applied Economics in the College of Agriculture. Having formed the Department of Economics and Finance, the present initiative proposes grouping the finance faculty with the economics faculty in the Department of Economics and Finance. This initiative, coupled with others in the Huntsman School of Business, represents a concerted effort to strengthen the quantitative and analytical training of students.

Consolidation of the marketing and operations management faculty with the faculty of management and human resources represents an integration of disciplines associated with business operations. The consolidated department will be renamed the Department of Management. In addition to facilitating modest efficiencies (reduction of one department head), it is envisioned that this restructuring will break down artificial barriers between academic sub-specializations and facilitate school-wide teaching and research initiatives related to entrepreneurship, global vision, ethical leadership, and operational excellence.

The decision to propose these restructuring initiatives has been reached after significant discussion with the affected faculty. Between April and May of 2008, meetings were held collectively with the faculty of the Department of Business Administration and individually with the faculty of finance, operations and marketing. Meetings were held with the faculty of the Department of Management and Human Resources to discuss implications with that department. Integrative meetings were held with the faculty that would comprise the newly aligned Department of Management. Numerous one-on-one meetings were held with individual faculty members to discuss questions and concerns regarding the restructuring proposal. Finally, faculty were invited to discuss any concerns during departmental fall start-up meetings.

**Institutional Impact:** The proposed restructuring is primarily administrative in nature; as such it is not anticipated to negatively impact student enrollments. Indeed, special care is being taken to ensure that the proposed transitions occur in such a way as to have minimal impact upon students or programs. The following table demonstrates the proposed departmental realignment of academic degree programs formerly associated with the Department of Business Administration.

| Realignment of Programs Previously Housed in the Department of Business Administration |                                                                                                                                                                |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Department of Economics and Finance                                                    | Department of Management                                                                                                                                       |
| Finance (BS/BA/minor)                                                                  | Business Administration (BS/BA/minor)<br>International Business Administration (BS/BA/minor)<br>Marketing (BS/BA/minor)<br>Operations Management (BS/BA/minor) |

The net institutional effect is the dissolution of one department, the Department of Business Administration. Faculty associated with this department will be distributed to two departments, the Department of Economics and Finance and the Department of Management and Human Resources. The name of the Department of Management and Human Resources will be changed to the Department of Management, reflective of the broader array of faculty disciplines represented within the department.

No new physical facilities or equipment will be required: faculty will remain in their existing offices. Over time as a new building is built, faculty offices will be realigned in closer proximity to their respective

departmental offices. The number of faculty and professional staff will not decline. However, assigned roles of individual staff members may change.

**Finances:** No additional costs are anticipated. The budget presently allocated to the Business Administration Department will be reallocated in a manner to equitably support the faculty and academic programs transferred to other departmental units.

ii. ***Name Change: Information Systems Emphasis from Software Development Emphasis***

**Request:** The Department of Computer Science at Utah State University (USU) requests a name change of the BS emphasis in Information Systems to an emphasis in Software Development, effective Fall Semester 2009. This request was approved by the USU Board of Trustees on October 17, 2008.

**Need:** The Department of Computer Science at USU currently offers four accredited emphases under the Bachelor of Science (BS) degree: Science, Digital Systems, Information Systems, and Bioinformatics. These emphases are accredited by the Accrediting Board for Engineering and Technology (ABET), and received a six year accreditation in 2007. Also, in 2007, ABET added a new BS degree accreditation track under the title Information Systems. The requirements for this degree are not the same as those for a computer science degree. Therefore, in the next accreditation cycle, USU's Information Systems emphasis in the Department of Computer Science could not receive accreditation under the same name as the new ABET degree. It is therefore proposed that the name of this emphasis be changed to Software Development. In addition to meeting accreditation requirements, this name change will better reflect the course curriculum, and the career opportunities available to graduates of this degree.

**Institutional Impact:** No institutional impact is anticipated from this name change, i.e. enrollments will not be affected in Computer Science or any other department; administrative structures will not be changed; and no new faculty, physical facilities, or equipment will be needed.

**Finances:** No additional finances will be required for this emphasis name change.

B. ***Utah Valley University***

i. ***Name Change: Interdisciplinary Studies Program from Committee on Interdisciplinary Studies***

**Request:** The University College at Utah Valley University (UVU) requests a unit name change from the Committee on Interdisciplinary Studies (COIS) to the Interdisciplinary Studies Program (IDST), effective spring 2009. The nine minors currently administered within COIS will stay with the Interdisciplinary Studies Program. These include American Indian Studies, American Studies, Cinema Studies, Classical Studies, Deaf Studies, Environmental Studies, Gender Studies, Peace and Justice Studies, and Religious Studies.

**Need:** The IDST seeks to communicate more effectively its unique role within the newly structured University College at UVU as well as with internal and external communities. Interdisciplinary studies programs exist at many institutions. Various configurations exist, but the name signifies opportunity for students to engage in rich and varied study and research that addresses complex problems by drawing on multiple disciplinary tools. IDST is the most common abbreviation for interdisciplinary studies programs at

academic, non-governmental, and other organizations. Institutions whose structures include similar IDSTs include the Virginia Tech, the University of British Columbia, Eastern Washington University, the University of Texas at Arlington, Appalachian State University, and Monmouth University, among many others.

The institution's transition to a university, the School of General Academics' adoption of a nationally recognized classification ("University College"), and the change from Committee on Interdisciplinary Studies to the designation Interdisciplinary Studies Program all serve as an additional and significant indicator of the new university role. In addition, the name change creates a parallel structure to the Integrated Studies Program, a program which serves a similar student demographic and offers associate and bachelor's degrees. The Integrated Studies Program is also housed in the University College.

**Institutional Impact:** As integrated efforts are being implemented across UVU to provide positive experiences for students, the proposed renaming clarifies the mission of the Interdisciplinary Studies Program with the University College. No new structures will be required with the name change.

**Finances:** Since the proposed change is chiefly a name change, there are no associated costs. This proposal is directed at more effectively communicating the mission of Interdisciplinary Studies at UVU.

## ***ii. New Integrated Studies Emphasis: American Studies***

**Request:** Integrated Studies (IS) and Interdisciplinary Studies (IDST—as approved in this Information Calendar) request the inclusion of an American Studies emphasis in the Integrated Studies BA/BS program at Utah Valley University (UVU). This emphasis will increase options for students and support the IS degree as well as the American Studies program in the IDST. The curriculum for the American Studies emphasis in IS has been approved by the UVU curriculum process. The American Studies emphasis requires 18 credit hours. Students must complete nine core credits and nine advisor-approved elective credits.

**Need:** American Studies responds to the increasing interest among the student population regarding what it means to be "American." American Studies will increase students' critical thinking skills; it will better prepare students to function as engaged citizens, and it will encourage students to challenge the cultural myths and assumptions that often restrictively construct civil debates. These particular kinds of knowledge and skills closely parallel the knowledge and skills employers demand most. An Integrated Studies emphasis in American Studies will foster interdisciplinary study within the university community.

**Institutional Impact:** UVU is prepared to host the American Studies emphasis with minimal impact on existing administrative structures. As an IS emphasis, American Studies will be housed within Interdisciplinary Studies, which will fully support the program. All of the courses and faculty necessary to run the program are in place. Approval has been granted by every department in which a course suitable for the American Studies emphasis will be taught. As such, no additional courses, faculty, funds, physical facilities, or equipment are needed to implement this emphasis.

The results will be positive regarding the quality of education at UVU. The success of forums and conferences associated with issues relevant to American Studies, as well as enrollment in existing American Studies courses, indicate that the campus is prepared and enthusiastic for the emphasis.

IDST and IS will also be positively impacted. The courses in the American Studies emphasis will draw students participating in other Interdisciplinary and Integrated Studies programs, thus increasing attendance, particularly in upper-level courses.

**Finances:** As the American Studies emphasis requires no new curriculum, personnel, or facilities, and as Interdisciplinary Studies is already functioning as the de facto unit for interdisciplinary emphases and minors, no additional finances are needed to realize this emphasis.

### *iii. New Integrated Studies Emphasis: Cinema Studies*

**Request:** Integrated Studies (IS) and Interdisciplinary Studies (IDST—as approved in this Information Calendar) request the inclusion of a Cinema Studies emphasis in the Integrated Studies program at Utah Valley University (UVU). The curriculum for the Cinema Studies emphasis in IS has been through the UVU curriculum approval process. The Cinema Studies emphasis requires 18 credit hours. Students must complete nine core credits and nine advisor-approved elective credits, six of which must be upper-division.

**Need:** Cinema Studies responds to the increasing interest among the student population in the aesthetics, theory, history, and reception of film. A recent student survey (fall 2006) shows 228 out of 268 students felt UVU should have a cinema studies minor. In addition, 168 of the students surveyed would enroll, consider enrolling, or take classes associated with the minor. An Integrated Studies emphasis in Cinema Studies will foster interdisciplinary study within the university community and provide an important avenue for students interested in cinema studies within the Integrated Studies degree program. This emphasis will increase options for students and support the IS degree as well as the Cinema Studies minor already in IDST.

**Institutional Impact:** UVU is prepared to host the Cinema Studies emphasis with minimal impact on existing administrative structures. As an IS emphasis, Cinema Studies will be housed within Interdisciplinary Studies which fully supports the program. All of the courses and faculty necessary to run the program are in place. Approval has been granted by every department in which a course suitable for the Cinema Studies emphasis will be taught. As such, no additional courses, faculty, funds, physical facilities, or equipment are needed to implement this emphasis.

The results will be positive regarding the quality of education at UVU. The campus film programs including Reel Film's International and Cult film series, the Cinema Studies student club, and the enrollment in existing cinema courses, indicates the campus is prepared and enthusiastic about Cinema Studies.

IDST and IS will also be positively impacted. The courses in the Cinema Studies emphasis will draw students participating in other Interdisciplinary and Integrated Studies programs, thus increasing attendance, particularly in upper-level courses.

**Finances:** As the Cinema Studies emphasis requires no new curriculum, personnel or facilities, and as Interdisciplinary Studies is already functioning as the de facto unit for interdisciplinary emphases and minors, no additional finances are needed to realize this emphasis.

### *iv. New Integrated Studies Emphasis: Classical Studies*

**Request:** Integrated Studies (IS) and Interdisciplinary Studies (IDST—as approved in this Information Calendar) request the inclusion of a Classical Studies emphasis in the Integrated Studies program at Utah

Valley University (UVU). The curriculum for the Classical Studies emphasis in IS has been through the UVU curriculum approval process. The Classical Studies emphasis requires 18 credit hours. Students must complete nine core credits and nine advisor-approved elective credits.

**Need:** The Classical Studies emphasis is designed to respond to the increasing student interest in Ancient Greek and Roman history, literature and civilization, to support student interest in Biblical and religious studies focusing on the Classical era, and to foster interdisciplinary study within the university community. This emphasis will increase options for students and support the IS degree as well as Classical Studies minor already in the IDST.

**Institutional Impact:** UVU is prepared to host the Classical Studies emphasis with minimal impact on existing administrative structures. As an IS emphasis, Classical Studies will be housed within Interdisciplinary Studies which fully supports the program. All of the courses and faculty necessary to run the program are in place. Approval has been granted by every department in which a course suitable for the Classical Studies emphasis will be taught. As such, no additional courses, faculty, funds, physical facilities, or equipment are needed to implement this emphasis.

The results will be positive regarding the quality of education at UVU. It will be particularly useful for Honors students and for all students seeking careers that are informed by a sophisticated understanding of ancient culture, such as: law, political science, art, architecture, history, medicine, drama, literature, teaching, humanities, business, linguistics, anthropology, religion, archeology, psychology, philosophy, as well as graduate studies in many of the aforementioned fields.

IDST and IS will also be positively impacted. The courses in the Classical Studies emphasis will draw students participating in other Interdisciplinary and Integrated Studies programs, thus increasing attendance, particularly in upper-level courses.

**Finances:** As the Classical Studies emphasis requires no new curriculum, personnel or facilities, and as Interdisciplinary Studies is already functioning as the de facto unit for interdisciplinary emphases and minors, no additional finances are needed to realize this emphasis.

#### Recommendation

The Commissioner recommends the Regents review the items on the Program's Information Calendar. No action is required.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/AMH

November 26, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University/College of Eastern Utah - Consultants' Final Report -Information Item.

Issue

During the 2008 Utah Legislature, the Utah State Board of Regents were given a charge to study “. . . greater collaboration . . . including consideration of partnerships, alliances, or a merger” between Utah State University and the College of Eastern Utah.

Background

The Interim Commissioner of Higher Education, the Chair of the Utah State Board of Regents, the President of Utah State University, the Interim-President of the College of Eastern Utah, and two researchers from the system of higher education in Utah discussed various ways of completing the assigned study. After considering two study options—an outside independent study and a facilitated study—this group determined a facilitated study utilizing three consultants would be most appropriate. Three educators with understanding of Utah’s systems of higher education, applied technology education, and public education were selected to complete the study. The three consultants were Dr. Gary L. Carlston, Dr. Steven O. Laing, Utah State University and Dr. David J. Sperry, University of Utah.

Twenty-three study teams were organized and met at the office of the Commissioner for an orientation to their tasks, and then divided into individual teams. Each team was given certain issues to investigate.

After receiving reports from study team participants from their respective institutions, the presidents of CEU and USU recommended that future discussion be placed on hold. Given this development, the study consultants identified three possible options for completing the study. Those options are detailed in the attached report. The study consultants have offered observations regarding the outcome of the

study. These observations were based on the consultant's interviews and their own thoughts as they facilitated the study.

Commissioner Sederburg asked both Presidents to respond to the three options, and they choose Option 3, which recommended that the study be concluded at its present status.

The consultants expressed their genuine appreciation to President Albrecht, Interim President King, Interim Commissioner David Buhler, Utah State Board of Regents Chair Jed Pitcher, and Commissioner William Sederburg for their support and guidance through this study process.

#### Recommendation

This is an information item and requires no action.

---

William A. Sederburg, Commissioner

WAS/GW  
Attachment

Utah State University and the College of Eastern Utah  
Partnership and Alliance  
A Legislature Required Study

Prepared for the Utah State Board of Regents  
November 18, 2008

Dr. Gary L. Carlston, Utah State University  
Dr. Steven O. Laing, Utah State University  
Dr. David J. Sperry, University of Utah





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## **Executive summary**

### The Charge

The 2008 Utah Legislature directed the Utah State Board of Regents to study “. . . greater collaboration . . . including consideration of partnerships, alliances, or a merger” between Utah State University and the College of Eastern Utah. (H.B. 3 lines 839-851)

### The Plan

In response to the legislative direction, the Interim Commissioner of Higher Education, the Chair of the Utah State Board of Regents, the President of Utah State University, the Interim-President of the College of Eastern Utah, and two researchers from the system of higher education in Utah discussed various ways of completing the assigned study. After considering two study options—an outside independent study and a facilitated study—this group determined a facilitated study utilizing three consultants would be most appropriate. The consultants, working with individuals with interest in the two institutions, would develop a list of important issues that would need to be considered, consider those issues, and develop a possible model for merging CEU with USU. The plan organizers anticipated the model then being offered to the employees, students, and communities of both USU and CEU for public comment, scrutiny, criticism, and suggestion. The plan organizers tasked the study consultants with refining the basic outline of the plan into a workable facilitated study.

### The Study Consultants

Three educators with understanding of Utah’s systems of higher education, applied technology education, and public education were selected. The three consultants were Dr. Gary L. Carlston, Dr. Steven O. Laing, Utah State University and Dr. David J. Sperry, University of Utah.

### The Study Methodology

The study consultants, in concert with the Interim Commissioner of Higher Education, the Chair of the Utah State Board of Regents, the President of Utah State University, and the Interim-President of the College of Eastern Utah designed the specific steps to accomplish the basic study plan, facilitate the various and essential meetings of institutional personnel and concerned citizens of the two higher educational institutions, and generate a possible model for merging CEU and USU from the data and informed input gleaned. Specifically, the study consisted of three steps or phases.

#### Phase 1 - Issue identification. (July 3 – July 31, 2008)

Persons identified by the leadership from Utah State University and the College of Eastern Utah were interviewed by the study consultants to help identify the primary issues that should be examined to create a model for a potential merger of the two institutions, or enhanced partnership between USU and CEU.

#### Phase 2 - Study teams facilitated by the study consultants. (August 11, 2008)

Teams comprised of knowledgeable and empowered individuals appointed by the leadership of USU and CEU met to address the potential merger issues

identified in Phase 1. The study teams were to discuss the ideas for a potential merger of USU and CEU. It was intended that the elements of the model provide a conceptual framework for a potential merger, but not be construed or interpreted as creating a specific agreement.

Phase 3 - Public input and comment. (September 15 -- October 10, 2008)

Community members and employees at USU and CEU were to be provided opportunity to respond to the ideas and model developed by the study teams.

### The Results and Conclusions

The study consultants interviewed 58 individuals in Phase 1 of the study; 10 persons identified by USU and 48 persons identified by CEU. The interviewees were representative of administration, faculty, staff, students, boards of trustees, city and county elected officials, state agencies such as Workforce Services, legislators, and community residents and business owners. From these interviews the study consultants identified forty-seven (47) issues and grouped the same into four general areas: mission, governance and community; finance; faculty and employee; and educational program and students. The consultants recommended the formation of four study teams to investigate the issues identified.

The presidents of USU and CEU identified and appointed twenty-three (23) individuals to serve on the four study teams. Individuals recommended were knowledgeable and empowered by the presidents to address the issues. Study team members were asked to set aside and suspend personal preferences, beliefs, and bias regarding the desirability of merging CEU and USU and develop answers or responses to the specific issues before them. Study team members were informed they would be free to express their concerns, reservations, or opposition to the eventual model when it emerged in Phase 3 of the study, and that participation on the study teams was not intended to be construed as individual endorsement of the possible merger model. However, following the first day-long meetings of the study teams, the President of Utah State University and the Interim-President of the College of Eastern Utah determined the levels of concerns reported by many team members rendered further effort to resolve the identified issues and develop a possible merger model unlikely to be productive. In response to a letter from the Commissioner of Higher Education, the presidents responded by letter expressing preference to terminate the study. Development of the possible model for merger (Phase 2) was never completed, and consequently, public response (Phase 3) to a model was never obtained.

In conclusion, the Utah State Board of Regents has undertaken a study of the possible merger of the College of Eastern Utah with Utah State University as it understood the charge from the Utah State Legislature. Significant issues have been identified regarding a possible merger or an enhanced partnership between CEU and USU. Authoritative direction and leadership will be required to advance further any consideration of such merger and enhancing the partnership.

## Report Body

### Utah State University and the College of Eastern Utah Partnership and Alliance A Legislature Required Study

The 2008 Utah Legislature directed the Utah State Board of Regents to study increased collaboration between Utah State University and the College of Eastern Utah. The legislative intent language from H.B. 3, lines 839-851 states:

*The Legislature intends that the task force on higher education governance and the State Board of Regents study ways for greater collaboration and cooperation between the College of Eastern Utah and Utah State University, including consideration of partnerships, alliances, or a merger, in order to increase educational opportunities for citizens in eastern Utah and maximize state resources. The study shall include ways of protecting the traditional community college role including access to career and technical education currently provided by CEU. The task force and the Board of Regents shall provide recommendations to the Executive Appropriations Committee for any changes that require legislative action or funding.*

The Interim Commissioner of Higher Education, David Buhler, and Dr. Gary Carlston met with President Stan Albrecht at Utah State University and Interim President Mike King at the College of Eastern Utah, and other leading administrators at these institutions to ask for their input regarding the proposed study and its design. Possible options for the design of the study were considered. The two primary options considered were: 1) conduct an independent study which would be led by outside consultants, and 2) conduct a facilitated study where members of both institutions would participate and help to address the issues identified from firsthand knowledge, or from “ground level.” It was determined and agreed that involving representatives from both institutions and their respective communities would be the best way to both inform and address the significant issues to be identified. This study design was carefully considered as a way to more directly involve the stakeholders of the institutions and their communities. Once the issues had been addressed and a possible model developed, this design would have invited public response and comment from the institutions and communities most directly affected. The study design was agreed to by both institutional presidents, the Interim Commissioner, and the Chair of the Board of Regents. The Interim Commissioner, David Buhler, invited Dr. Gary Carlston, Dr. David Sperry, and Dr. Steven Laing to serve as consultants for the Commissioner and the Board of Regents to conduct this study.

The study was to be conducted in three phases. These phases are described below:

**Phase 1 - Issue identification.**

**(July 3 – July 31, 2008)**

Persons identified by the leadership from Utah State University and the College of Eastern Utah were interviewed by the study consultants to help identify the primary issues that should be examined to create a model for a potential merger of the two institutions, or enhanced partnership between USU and CEU.

**Phase 2 - Study teams facilitated by the study consultants.**

**(August 11 -- September 12, 2008)**

Teams comprised of knowledgeable and empowered individuals appointed by the leadership of USU and CEU were to investigate the potential merger issues identified in Phase 1. The study teams were to develop ideas for a potential merger of USU and CEU. It was intended that the elements of the model provide a conceptual framework for a potential merger, but not be construed or interpreted as creating a specific agreement. In the event a merger was untenable, the teams were to develop possibilities for enhancing the partnership between USU and CEU to deliver higher education programs to the students and residents of southeast Utah.

**Phase 3 - Public input and comment.**

**(September 15 -- October 10, 2008)**

Community members and employees at USU and CEU were to be provided opportunity to respond to the ideas and model developed by the study teams.

At the conclusion of Phase 3 the Board of Regents was to receive the study report and make recommendations to the Executive Appropriations Committee of the Utah Legislature.

Phase 1 Report

The study consultants completed interviewing the individuals identified by USU and CEU leadership. These individuals helped identify the issues that should be investigated regarding a potential merger, or enhanced partnership. The study consultants interviewed 58 individuals, 10 persons identified by USU and 48 persons identified by CEU. The interviewees were representative of administration, faculty, staff, students, boards of trustees, city and county elected officials, state agencies such as Workforce Services, legislators, and community residents and business owners. From these interviews the study consultants recommended the formation of four study teams to investigate the issues that were identified.





## Phase 2 Report

The presidents of USU and CEU recommended individuals to serve on the four study teams. The study teams, their purposes, and membership are described as follows:

**Mission, Governance, and Community**—This committee was comprised of leading administrators and representatives of the respective boards of trustees. The role of this committee was to examine the missions of USU and CEU for compatibility in the event of a merger. This committee was to examine and propose a governance model for a merged institution, as well as address community related issues that had been identified. A major function of this committee was also to receive, validate and approve the work of the other study committees.

**Members:** **CEU:** Mike King (Interim President) Co-chair  
Neal Peacock (Vice-Chair, Board of Trustees)  
**USU:** Raymond T. Coward (Executive Vice President and Provost) Co-chair  
Richard L. Shipley (Chair, Board of Trustees)  
Facilitators: Dr. Gary Carlston, Dr. David Sperry, Dr. Steven Laing

**Finance**—This committee was comprised of leading financial administrators from USU and CEU. The role of this committee was to review the overall potential costs and any efficiencies related to a potential merger or enhanced partnership of the two institutions.

**Members:** **CEU:** Kevin Walthers (Vice President of Finance and Administration) Co-chair  
Gina Gagon (Controller)  
**USU:** Fred R. Hunsaker (Interim Vice President for Bus. and Finance) Co-chair  
David Cowley (Associate Vice President for Bus. and Finance)  
Facilitator: Dr. Steven Laing

**Faculty and Employee**— This committee was comprised of administrators, faculty, and staff from USU and CEU. The role of this committee was to examine faculty and employee related issues. Examination of these issues was to be related to a potential merger or enhanced partnership of the two institutions, especially as related to employee status, compensation, roles, and promotion and tenure.

**Members:** **CEU:** Michelle Fleck (Vice President of Academic Affairs) Co-chair  
Troy Hunt (Faculty Senate President)  
Guy Denton (Vice Provost, San Juan Campus)  
**USU:** Byron R. Burnham (Dean, School of Graduate Studies) Co-chair

Carol J. Strong (Dean, EEJ College of Education and Human Services)

John M. Kras (Past President, Faculty Senate)

Facilitator: Dr. David Sperry

**Educational Program and Students**—This committee was comprised of USU and CEU representatives, including students, who were knowledgeable about the higher education needs of southeast Utah. The committee was to examine and make recommendations for program offerings; program delivery; and student related issues such as student admission policies, support services, scholarships, activities, recruitment, and retention under a possible merger.

**Members: CEU:** Brad King (Vice President for Student Services & Development) Co-chair

Del Beatty (Dean of Students)

Andrew Hardman (Student Body President)

Jan Young (Director of Records and Registrar)

Todd Olsen, our Director of Admissions and Scholarships

**USU:** Gary Chambers (Vice President for Student Services) Co-chair

Jenn Putnam (Director of Admissions)

Whitney J. Pugh (Executive Director of Budget and Planning)

Sarah Anderson (Regional Campus Student)

Facilitator: Dr. Gary Carlston

## Committees and Issues Questions

| <b>Mission/Governance/Community: All</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. What must be done to make the missions of USU (Carnegie 1, research) and CEU (community college, Career and Technical Education, including the Western Energy Training Center [WETC]) compatible under a merger?</li> <li>2. How will CEU governance relate to the governance structure at USU under a merger? How will CEU governance under a merger with USU compare to the existing Regional Campus Model at USU?</li> <li>3. What will the identity of CEU (as a part of USU) in the community look like: name, involvement with the community, business, and government organizations?</li> <li>4. What degree of local decision-making will CEU have under a merger with USU?</li> <li>5. How will the needs of CEU (facilities, faculty, programs, and services) be prioritized under the governance of USU?</li> <li>6. How will existing functions (administrative, student services) be structured under a merger of CEU with USU?</li> <li>7. How will development efforts in southeast Utah change, and how will the resultant resources be divided between CEU and USU?</li> <li>8. How will higher education opportunities in southeastern Utah be enhanced by a merger of CEU and USU?</li> <li>9. If a merger is not determined feasible, what expansion of collaboration and partnership between USU and CEU is possible to increase the higher education services to students and residents in southeast Utah?</li> <li>10. What are the estimated costs of the answers to the questions above?</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Finance: Steve</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Faculty/Employee: Dave</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Students/Program: Gary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ol style="list-style-type: none"> <li>1. How will the finances and financial functions of CEU (appropriations, accounting, expenditures, etc.) be affected by merging CEU and USU?</li> <li>2. How will the recipients (USU or CEU) of grants be determined when only one per institution is permitted by the funding agency?</li> <li>3. What financial operations will be performed at CEU, at USU; are the fiscal systems compatible and what adjustments are necessary?</li> <li>4. What could the business/finance organizational structure look like</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>1. How will CEU faculty rank and tenure be integrated with that of USU in a merger? Will CEU tenure be honored?</li> <li>2. How will the compensation (salary and benefits) of CEU faculty and staff be affected by merging with USU?</li> <li>3. What faculty and staff positions may be lost/added by merging CEU with USU?</li> <li>4. How could the differing requirements of faculty at USU and CEU—requisite academic degrees, teaching loads, promotion and tenure</li> </ol> | <ol style="list-style-type: none"> <li>1. How will the differences in student admission requirements be reconciled under a merger of CEU and USU?</li> <li>2. What affects will a merger of CEU and USU have on tuition and fees for students at both institutions, and how will those funds be allocated for use between CEU and USU?</li> <li>3. How will current scholarship and financial aid opportunities and criteria be affected by merging CEU and USU?</li> <li>4. What is the potential for student enrollment, recruitment and retention</li> </ol> |

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| <p>under a merger?</p> <ol style="list-style-type: none"> <li>5. Would USU policies and procedures assure the integrity and intent of monies given to CEU and how could that be achieved?</li> <li>6. What additional costs or cost savings could be projected if a CEU and USU merger were to occur?</li> <li>7. If a merger is not feasible, what expansion of collaboration and partnership between USU and CEU is possible to increase the higher education services to students and residents in southeast Utah?</li> <li>8. How, overall, are resources for higher education in southeast Utah best maximized?</li> </ol> | <p>procedures—be affected by merging the two institutions?</p> <ol style="list-style-type: none"> <li>5. How will redundant employee positions be handled under a merger of CEU and USU?</li> <li>6. How will instructors in CTE (including WETC) or other areas for which USU may not have parallel or companion departments or programs be integrated in a merged institution?</li> <li>7. What will be the role of current CEU faculty in determining curriculum and programs?</li> <li>8. What are the enhanced higher education opportunities as a result of a merger between USU and CEU?</li> <li>9. If a merger is not feasible, what expansion of collaboration and partnership between USU and CEU is possible to increase the higher education services to students and residents in southeast Utah? What are the implications for faculty and staff under enhancement of the existing partnership?</li> <li>10. What higher education opportunities could result related to an enhanced partnership?</li> <li>11. Are there cost efficiencies or additional costs relating to faculty and employees that should be considered in the event of a merger? Enhanced partnership?</li> </ol> | <p>with a merger of USU and CEU? Under the Partnership?</p> <ol style="list-style-type: none"> <li>5. What affect would merging have on the current availability of developmental (remedial) programs offered by CEU?</li> <li>6. What affect would a merger have on the current emphasis on serving the needs of Native American students at the Blanding site of CEU?</li> <li>7. What affect would a merger have on the availability and cost of concurrent enrollment credit for high school students in southeast Utah?</li> <li>8. How will CTE and community college services be made available in Moab under a merger?</li> <li>9. What opportunities for student activities, including student government, clubs, athletics, and service organizations at CEU could there be under a merger?</li> <li>10. What effects will merging CEU and USU have on other CEU partnerships (e.g. nursing, criminal justice) with other institutions of higher education?</li> <li>11. What baccalaureate and graduate programs will be made available at CEU under a merger?</li> <li>12. Under a merger, how will upper division and graduate programs be delivered at CEU: face to face, distance?</li> </ol> |
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|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>13. How will USU preserve student and community culture as a center piece for the community under a merger?</p> <p>14. What higher education opportunities may be enhanced e.g. program offerings, as a result of a merger between USU and CEU?</p> <p>15. If a merger is not feasible, what expansion of collaboration and partnership between USU and CEU is possible to increase the higher education services to students and residents in southeast Utah?</p> <p>16. Are there cost efficiencies or additional costs relating to students and programs that could be projected if a merger occurred? If the partnership was enhanced?</p> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Conclusions

The study teams met at the office of the Utah State Board of Regents on August 20, 2008. President Albrecht and Interim President King were very cooperative and selected, empowered, and organized their teams. The twenty-three members of the study teams were given an orientation to their tasks and then divided into individual teams to address the issues identified for their respective teams. The Faculty and Employee team was most productive in addressing the issues before it and reached agreement on most if not all of the issues. The remaining three teams addressed the issues assigned, but were unable to complete the tasks before them. Some of the teams were reluctant to resolve the issues; representatives from CEU especially expressed concern about the study. Their concerns focused on the rationale or the purpose of singling out CEU for a possible merger with USU, and that developing a merger model, versus other options, was for them problematic. The study teams which were not able to resolve the issues assigned to them set future dates to continue their discussions.

After receiving reports from study team participants from their respective institutions, the presidents of CEU and USU recommended that future discussion be placed on hold. Given this development the study consultants identified three possible options for completing the study. Those options, as recommended to Commissioner William Sederburg, are described below:

**Option 1:** Proceed with the study team discussions as outlined in Phase 2. This would mean reconvening the study teams and asking them to respond to the issues that are posed to their team. It would require one or two more meetings of the teams and an understanding that the issues be addressed. The Faculty Committee would have relatively little work left to do as they did respond to the merger issues that were before them, and were going to hold a conference call to discuss the partnership related issues. The other three committees would need to address most of the issues before them and there would need to be a commitment from teams to respond to the issues. The goal of these discussions was to produce a conceptual model for discussion that could be evaluated for its relative merits for a potential merger of the two institutions. It is not necessary that the study team participants endorse or recommend a merger under this model, only that they provide useful information that could be helpful for policy makers and interested stakeholders to consider and evaluate regarding a merger or partnership.

**Option 2:** Alter the original study design in some manner that would still produce a conceptual model for merger or enhanced partnership. This option would then provide some response to the issues which were raised by those who were interviewed regarding the alliance between USU and CEU. It may be possible to ask representative of USU and CEU to provide responses to the issues without reconvening the study teams. This could be done in written responses or further interviews with institutional representatives by the study consultants. Consideration of these options should include whether there could be a productive public discussion as outlined in Phase 3 of the study design.

**Option 3:** The study may be concluded at its present status. There are significant issues that have been identified regarding a merger or an enhanced partnership between USU and CEU. A report on what has been learned from the interviews, the issues that must be addressed if a merger is to be considered could be developed for the use of policy makers and interested stakeholders.

Commissioner Sederburg then communicated with President Albrecht and Interim President King, asking each for his response as to which option would be most appropriate given the stalled and somewhat unsuccessful discussions of the study teams. Both presidents responded and recommended Option 3, to conclude the study at its present status.

The study came to a premature conclusion and did not produce a model for a possible merger which would have been publicly discussed and reviewed. However, there was significant effort put forth by the Regents, the Commissioner, and the Presidents of USU and CEU; and the cooperation of these leaders along with the generous gifts of time and insight contributed by the many who were interviewed were most helpful and important. The institutional representatives on the study teams were candid in their efforts and beliefs regarding this matter. Although a model for a merger did not emerge there were important accomplishments. The issues that must be addressed were identified by those who are closest to and most affected by potential changes. These issues can serve to help policy makers understand what must be addressed and resolved when considering an organizational change of this magnitude. Utah State University personnel appeared willing and prepared to participate in the discussions and to provide responses to issues of concern for public comment and policy makers' consideration. At the same time, university officials expressed their concerns that the university not be viewed as trying to extend its services in a manner that may be unwelcomed. The College of Eastern Utah personnel generally seemed unconvinced as to the purpose of this study; the "why" question for many could not be satisfactorily answered. This is a difficult and challenging matter and in Southeast Utah there appeared to be differing opinions on the future of CEU.

The study consultants were not tasked with making recommendations or observations regarding the outcome of this study. Because the study came to a premature conclusion, the consultants were asked to offer their observations on this matter. These observations are based on the consultants' interviews and their own thoughts as they facilitated this study. It is hoped that these observations will be useful for any future deliberations on this matter. The consultants also express their genuine appreciation to President Albrecht, Interim President King, Interim Commissioner David Buhler, Utah State Board of Regents Chair Jed Pitcher, and Commissioner William Sederburg for their support and guidance through this study process.

## **Observations**

### Background Statement

The consultant study team was asked to offer its observations regarding the working relationship between Utah State University and the College of Eastern Utah. These observations are offered based on collective observations of the work the study consultants provided, and are given, as requested, due to the premature conclusion of the planned study.

The model for conducting the legislative mandated study for examining “ways for greater collaboration between the College of Eastern Utah and Utah State University” was agreed upon by the two institutional presidents, the Utah Commissioner of Higher Education, the Chairman of the Board of Regents, and members of the study team. It was designed to initially identify the key issues related to expanding collaboration (including a possible merger) and then to establish reasonable or possible responses to those issues. It was intended that the results would serve as a “product” or “discussion piece” or “model” to be examined and debated in more depth by the two institutional communities, the Regents, and the Legislature.

Issues related to a potential merger of CEU and USU were successfully identified, along with related issues surrounding the existing partnership. Representatives from the two institutions were strategically selected based upon their knowledge and capacity to speak for their institutions and were placed into four groups to address the identified issues which had been grouped into four categories relating to mission, finance, personnel, and program. The charge to the committees was to come up with answers as to how the identified issues could be best addressed if greater collaboration including a possible merger were to take place. It was felt by members of the study team that representatives from Utah State University came to the table prepared with reasonable responses and with sensitivity to preserving, to the extent possible, the unique culture and history of CEU. With the exception of the Faculty and Employee committee members, many of the study committee members representing CEU seemed unable to move beyond the question of “why” this study focused on their institution in order to generate answers to the questions presented to them. This resulted in the presidents recommending a suspension of the meetings of the study teams.

Three possible options were considered regarding continuing the study and it was mutually agreed to conclude the study and report the information that had been gathered to that point.

Involvement in this process has led the study team to the following observations:

### Observations

1. Although there are mixed feelings in the CEU community (this includes the entire southeastern region of the state) regarding the need for greater collaboration or a merger with



USU, it is clear that the majority of individuals do not understand why the study was initiated in the first place or the necessity for it. Policy makers supporting this initiative need to provide a more clear and specific rationale for it.

2. If there are future discussions or efforts to merge USU and CEU or expand greater alliances between the two institutions it will require strong leadership and personal involvement and commitment at all levels. Institutional missions that are compatible lie at the center of successful, future consideration in this matter.

3. It should be recognized that a long-standing arrangement between USU and CEU has existed for some time, and has recently been infused with new monies. There are some feelings, however, on the part of some in the CEU community that this cooperative effort is not serving large numbers of students, nor is the recent infusion of money involving CEU faculty or being administered as a mutual partnership. There is clearly a potential for this association to increase and for it to greatly benefit both institutions and students in the CEU service region. However, additional work and communication is needed to more fully develop the potential of this partnership.

4. CEU serves an area of the state that has substantial cultural diversity within a relatively small population. Consequently, some members of the Price civic and business community (including some members of the Board of Trustees) and other community members in the southeastern region reported feeling neglected by the College of Eastern Utah, while others reported feeling included and that the administration, faculty and staff are accessible. Efforts need to be made on the part of the CEU administration to reach out more broadly to the various communities it serves.

5. Policy makers need to better recognize the diversity of educational needs (K-16) in the southeastern part of the state as well as some of the remarkable things being done such as those to be found on the Blanding CEU campus (e.g., the work with Native American students).

6. A phenomenon perhaps not always appreciated or recognized is that about fifty percent of CEU offerings are career and technical education (CTE) which is not a part of the mission of the USU. There are those businesses and public schools that are much more concerned about CEU partnering and serving their needs and interests in CTE than what an expanded partnership with USU would bring.

7. CEU is a critical part of the economic viability of southeastern Utah; for many it is the cultural center of the region in spite of its relatively low enrollment compared to other institutions within the state's higher education system. Because of its small size, some individuals expressed concern about the future of the institution.

8. The next president and future administration of CEU would be wise to give high priority to working more closely with the communities served by the college, strengthening and expanding partnership ties with USU, and achieving a truly seamless articulation of both academic and CTE programs K-16, beginning with K-12 schools in the region and extending to all higher education institutions within the State.



## **Appendices**

Consultant Study Team Letter to Commissioner Sederburg

Commissioner Sederburg Letter to Institutional Presidents

President Albrecht Response Letter

Interim President King Letter

CEU Board of Trustees Communication

CEU Faculty Senate Communication

CEU Professional Staff Association Communication

CEU Student Body President Communication

Faculty/Employee Merger Committee Report



## Consultant Study Team Letter to Commissioner Sederburg

Commissioner William A. Sederburg  
The Gateway  
60 south 400 West  
Salt Lake City, Utah 84101-1284

September 9, 2008

Dear Commissioner Sederburg:

Please find enclosed an updated progress report on the study regarding the relationship between Utah State University and the College of Eastern Utah. Please note particularly the status of discussions between the two institutions which is found in Phase 2 of the report. The Faculty Committee made progress in its discussion, but the other three committees did not make significant progress in responding to the issues before them. After receiving reports from their own participants, the presidents of CEU and USU recommended that future discussions be placed on hold. Given this development, as study consultants, we have identified three options that may be considered in order to bring the study to a conclusion. While we recognize that there may be other options, please consider the following, and, as you deem appropriate, invite the recommendations of the presidents of USU and CEU regarding these possibilities for completing this study. The options posed below are not prioritized:

Option 1: Proceed with the study team discussions as outlined in Phase 2. This would mean reconvening the study teams and asking them to respond to the issues as posed to their teams. This option would require one or two more meetings of the teams with an understanding that the issues are discussed and answered. The Faculty Committee would have relatively little work left to do as it did respond to the merger issues that were before it, and had scheduled a conference call to discuss the partnership related issues. The other three committees would need to address most of the issues before them, and there would need to be commitment from team members to respond to the issues. The goal of these discussions was to produce a conceptual model for merger of the two institutions that could be evaluated on its relative merits. It is not necessary that the study team participants endorse or recommend a merger under this model, only that they provide information regarding how the issues posed could be addressed and that could be helpful for policy makers and interested stakeholders as consideration regarding a merger or partnership moves forward.

Option 2: Alter the original study design in some manner that would still produce a conceptual model for merger or enhanced partnership. This option would then provide some response to the issues which were raised by those who were interviewed regarding the alliance between CEU and USU. One possible alteration of the study design could be to ask representatives of USU and CEU to provide responses to the issues without reconvening the study teams. Responses could be submitted in written form, or

further interviews with institutional representatives could be conducted by the study consultants. Consideration of this option should include whether or not public discussion (as outlined in Phase 3 of the original study design) would be a productive.

Option 3: The study may be concluded at its present status. There are significant issues that have been identified regarding a possible merger or an enhanced partnership between CEU and USU. A report on what has been learned from the interviews—the issues that must be addressed if a merger is to be considered—could be developed for the use of policy makers and interested stakeholders in the event further action is desired.

As indicated previously there may be other alternatives, but at least these three options, we feel, could be a means of meeting the expectation of the legislative language which required the study. Even though discussions have been placed on hold, especially relating to a merger, the partnership is operating. The legislatively funded enhancement (HB 185, 2007 General Session) to the long standing relationship between USU and CEU has had just one year to develop; there may be additional enhancements that could strengthen the partnership and expand higher education opportunities in Southeast Utah. We express our appreciation to President Albrecht and to Interim President King for their leadership and efforts in addressing this challenging endeavor. We look forward to your and their recommendations.

Please note, because of the trusted relationship necessarily developed with the presidents of CEU and USU, we have taken the liberty of copying this letter to them. We sincerely hope we have not overstepped our charge from you in doing so.

Sincerely,

Gary L. Carlston

Steven O. Laing

David Sperry

cc: David Buhler  
President Stan Albrecht  
Interim President Mike King

Commissioner Sederburg Letter to Institutional Presidents

September 30, 2008

President Stan L. Albrecht  
Utah State University  
1400 Old Main Hill  
Logan, UT 84322-1400

President Mike King  
College of Eastern Utah  
451 East 400 North  
Price, UT 84501-2699

Presidents Albrecht and King:

You have received the interim report of the committee of consultants coordinating the review of the potential merger of USU and CEU. I am confident that you join me in sharing appreciation for the fine work they have done. I also appreciate the effort you and your staff have put into the conversations.

The committee provides the following three options:

Option 1: Proceed with the study team discussions as outlined in Phase 2. This would mean reconvening the study teams and asking them to respond to the issues as posed to their teams. This option would require one or two more meetings of the teams with an understanding that the issues are discussed and answered. The Faculty Committee would have relatively little work left to do as it did respond to the merger issues that were before it, and had scheduled a conference call to discuss the partnership-related issues. The other three committees would need to address most of the issues before them, and there would need to be commitment from team members to respond to the issues. The goal of these discussions was to produce a conceptual model for merger of the two institutions that could be evaluated on its relative merits. It is not necessary that the study team participants endorse or recommend a merger under this model, only that they provide information regarding how the issues posed could be addressed and that could be helpful for policy makers and interested stakeholders as consideration regarding a merger or partnership moves forward.

Option 2: Alter the original study design in some manner that would still produce a conceptual model for merger or enhanced partnership. This option would then provide

some response to the issues which were raised by those who were interviewed regarding the alliance between CEU and USU. One possible alteration of the study design could be to ask representatives of USU and CEU to provide responses to the issues without reconvening the study teams. Responses could be submitted in written form, or further interviews with institutional representatives could be conducted by the study consultants. Consideration of this option should include whether or not public discussion (as outlined in Phase 3 of the original study design) would be productive.

Option 3: The study may be concluded at its present status. There are significant issues that have been identified regarding a possible merger or an enhanced partnership between CEU and USU. A report on what has been learned from the interviews—the issues that must be addressed if a merger is to be considered—could be developed for the use of policy makers and interested stakeholders in the event further action is desired.

I am asking each institution to respond to the options presented by the committee and myself. Feel free to recommend changes to the options presented. It is important that we reach consensus about how best to proceed.

Sincerely,

William A. Sederburg  
Commissioner of Higher Education

WAS:jc



President Albrecht Response Letter

**UtahState**  
**UNIVERSITY**

OFFICE OF THE PRESIDENT  
1400 Old Main Hill  
Logan, UT 84322-1400  
Telephone: (435) 797-1162  
FAX: (435) 797-1173

October 13, 2008

Commissioner William A. Sederburg  
Utah State Board of Regents  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284


Dear Commissioner Sederburg:

Thank you for sharing the interim report of the committee charged to carry out the legislative mandate to review the potential merger of USU and CEU. I am pleased to join you in expressing appreciation for the fine work they have done. During their visits to the USU campus, committee members conducted themselves with great integrity and professionalism in their meetings with members of our campus community. They have been effective, open-minded, and evenhanded, I believe, in identifying the issues that must be addressed should there be continuing discussions of a merger, or some other form of enhanced partnership, between our two campuses.

However, given the seemingly intractable nature of some of the issues identified by the study teams, I would recommend that Option 3, as outlined in your letter to President King and me, be selected. I do believe that at some point the question of potential merger between our two institutions will be revisited and, quite frankly, that day might even be hastened by the current economic problems facing our State and the USHE. However, I do not sense the will right now to move forward with the difficult choices that would be required by a merger.

In the meantime, please know that Utah State University greatly values its relationship with the College of Eastern Utah and with the capable colleagues who lead that institution. We anticipate that the educational partnership established between us will continue to flourish, and look forward to continuing to work with our counterparts at CEU to make that happen.

Sincerely,



Stan L. Albrecht  
President

Interim President King Letter

Commissioner Bill Sederburg  
Utah System of Higher Education  
The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

November 4, 2008

Dear Commissioner Sederburg,

Thank you for the opportunity to respond to the recommendations formed by the CEU/USU study consultants. First let me commend the consultants for their work during this process. They have been professional in every way. I genuinely appreciate their help and their dedication. I would also like to express my thanks to our friends at Utah State University for their collegiality during this process.

The merger discussion that arose during the last legislative session, and the study mandated after the merger discussion lost traction, created a great deal of concern within the CEU community. The study to explore the relationship of the College of Eastern Utah (CEU) and Utah State University (USU) mandated by the legislature was to provide a starting point to examine the educational needs of southeastern Utah and determine means to meet those needs in a cost effective manner. However, the focus of the study shifted from “How can we best meet the needs in southeastern Utah?” to “Can a merger work?” This shift caused questions within the CEU community wondering if the needs issues were being adequately addressed. When CEU and USU personnel met in the study groups, this issue and others outside the scope of the original study questions were raised. Though this questioning may have been perceived as negativity on CEU’s part, the hesitancy really stemmed from our need to have answers to important questions.

The College realizes that a close relationship with Utah State University is an advantage to our students and our communities. We have hosted USU on our campus for many years; realizing the importance of access to 4-year degrees in southeastern Utah. We were excited two legislative sessions ago when money to enhance such partnerships was allocated through HB 185. We have expended considerable effort and money to develop and market the programs, and hire faculty. We consider this to be a win/win arrangement for and look forward to having additional students starting degree programs in education, business, and natural resources programs beginning in fall 2009.

At this time, given that questions and apprehension about a possible merger remain, we believe rather than moving ahead with a merger, that the existing partnership program should be given a chance to succeed. *We recommend Option 3 – that the study be*

*concluded at its present status.* If it is determined that further review is necessary, the study should be thorough and objective, focusing on the significant issues that have been identified during the process to this point.

The last several years at CEU have been a period of financial challenge. President Ryan Thomas spent his entire tenure as president directing efforts to correct some sizeable problems. Through conservation and management efforts, we have been able to overcome those challenges and now find ourselves in a more financially stable position than at any time in recent years. The college was recently commended during a focused interim visit by the Northwest Commission on Colleges and Universities (NWCCU) for its work in the stabilization of our finances.

The College still has challenges to overcome. The recent budget cutbacks imposed by the state create significant challenges for us and the other Higher Education institutions in the state. In addition, CEU must resolve problems associated with enrollment (this year our numbers are flat compared with those of last fall – the first year in several we haven’t declined), long-term planning, and assessment. We are confident, with the same concerted effort that has been applied to our financial situation, that these additional challenges can be satisfactorily overcome as well. We realize we will need the continual support of the Board of Regents and the Commissioner’s Office to make this happen. We look forward to creating a vision for the College that will define who we are, where we should be headed in the future, and formalize realistic plans to get there.

As you know, CEU is currently celebrating its 70<sup>th</sup> anniversary. The College has a rich and proud history in southeastern Utah serving the needs of Carbon, Emery, Grand, and San Juan Counties since 1938. During that time, the college has been the major source of higher education as well as an economic anchor in southeastern Utah. Though the numbers of students are relatively small compared to other institutions in the state, the 55,000-plus students that have attended CEU have influenced the lives of literally millions throughout the world. We believe the success and influence of these students is in great part a result of their experience at CEU. We look forward to providing this same quality experience to students for many years to come.

Again, I wish to express my thanks to the study consultants for their dedication. I also wish to express thanks to the Commissioner’s Office and the Board of Regents for facilitating these discussions – we believe they have been beneficial to CEU. Please let me know if you need additional information or have questions I can answer.

Sincerely,

Mike King  
Interim President

## CEU Board of Trustees Communication

College of Eastern Utah alumni have been extremely successful in business, government, education, and in life. There is a strong feeling of loyalty to CEU among the alumni because of the high quality educational and social experiences they had while they attended CEU. Because of this, we believe that in any consideration or study of the possible merger of CEU and USU that the following issues should be carefully studied as part of any decision made about the future of CEU.

Issue #1. Utah State can play an important role in CEU students' continuing education beyond an Associate Degree and should continue to be a partner with CEU, as they have been. But should they be the exclusive partner? Are there programs at Weber State, University of Utah, Utah Valley University, or Southern Utah University that could be beneficial to the students in southeastern Utah that are not provided by Utah State? Is there a reason that Utah State must be the exclusive partner of CEU?

Issue #2. What, exactly, is Utah State bringing to the table, more than they already do, that could benefit CEU and its students?

Issue #3. CEU is out of debt, operating in the black, stabilizing enrollment while the school districts it services are facing declining enrollment and it has done very well in its last accreditation review. What, exactly, are the problems that a merger with Utah State will solve?

Issue #4. What would happen to the identity of the College of Eastern Utah? We believe it should retain the name "College of Eastern Utah." It should not become the Price Satellite Campus of Utah State University.

Issue #5. What would happen to governance and decision-making at a local level? We believe that CEU should maintain local control over curriculum, administration, governance, and spending in its community college programs, faculty and classes.

Issue #6. What would happen to faculty, professional, classified, and student organizations? What would happen to the opportunities for student leadership and student service organizations? We believe that these organizations should retain their local influence and input into the policies and procedures of CEU and that these opportunities shouldn't be lost.

Issue #7. What will happen to the Board of Trustees? The CEU Board of Trustees should retain its functions and duties as they presently exist within the College.

Issue #8. What will happen to representation with the other presidents of the Universities and Colleges. The College of Eastern Utah should retain the office of President and the president should have a seat at the table with the other presidents of the state higher educational institutions.

Issue #9. What will happen to the athletic programs at CEU? The athletics and other intramural activities at CEU should be maintained as they now exist.

Issue #10. What will happen to tuition and fees at CEU? Utah State University tuition and fees are significantly higher than CEU's. How, specifically, will it benefit the students and people of Southeastern Utah to pay higher tuition? CEU should retain local control over its tuition and fees schedule as it presently exists for its community college programs. Students should not be forced to adopt the USU tuition schedule for the first two years of their education.

Issue #11. What will happen to the scholarships and scholarship funds set up for CEU? CEU liberally gives scholarships to students in the four county area. Will this change? CEU should retain local control over disbursement of scholarships. Scholarship decisions and policies should be made locally.

Issue #12. What will happen to the vocational programs run through CEU? CEU should retain local control of its very valuable vocational programs.

Issue #13. What would happen to purchasing and business decisions presently made at CEU? What effect will this have on the local economies? We believe that local control of purchasing will better benefit CEU and the local communities than having purchasing and business decisions made for CEU in Logan.

Issue #14. What would happen to the Western Energy Training Center? This is a key part of the Governor's approach to mine safety.

## CEU Faculty Senate Communication

### Ideas on Legislated Mergers:

1. The CEU full-time faculty count will remain at or above the current 2008/2009 numbers at both Price and San Juan campus locations, 64 and 18 respectively.
2. Critical, established, technical programs on CEU campuses will remain as associate-degree granting programs as long as student enrollment remains 75% of capacity for the given program (e.g. nursing, automotive, welding, etc.).
3. Tenure and rank of Instructors at CEU will be honored by the merger institution. Tenure-track positions will be honored under similar tenure policy time criteria.
4. Academic decisions (instruction methods and materials, assessment criteria, syllabi, etc.) regarding CEU campus' courses will remain the discretion of CEU Instructors, while consulting with respective merger institution departments.
5. CEU freshmen and sophomore level course tuition rates will remain at least 50% lower as compared to the higher merger institution rates for these associate-degree coursework levels in all future years. (A cap based on the current CEU tuition % as compared to the current median income level for the county may also be appropriate.)
6. CEU campuses will remain open-entry locations for Freshmen/Sophomore level coursework.
7. Specific levels of scholarship dollars will be designated as CEU scholarships, the percentage of which will be established at the same or higher level of the year of merger as compared to the merger institution total scholarship for the same year.
8. The name of the merged institution in Price and Blanding will remain College of Eastern Utah, but may have a designation following (e.g. a regional campus of \_\_\_\_\_).
9. Governance of CEU campuses will continue under the CEU Policy and Procedures, but may be adjusted over time to mirror the merger institution's policy.
10. CEUSA (or a similar organization), using Price and Blanding students, will continue to govern the student body on CEU campuses.

## CEU Professional Staff Association Communication



### **Professional Staff Association Concerns**

These concerns were collected at a meeting held March 19, 2008 and updated on July 23, 2008 to specifically address Professional Staff concerning the Board of Regents study of College of Eastern Utah and Utah State University degree partnerships or possible merger.

**The College of Eastern Utah Professional Staff Association would like to offer their support of Interim-President Michael King by stating the focus of this study must be on what is the best way to provide educational opportunities to the communities of southeast Utah.**

1. Concerned about merging departments and which directors will be let go? If staff doesn't have the proper credentials, will they be required to get a degree?
2. Would current directors be 'grand-fathered' in if they did not have the credentials as directors from Utah State University or given a time period to update their credentials?
3. What would this do to staff compensation?
4. Would we still have a seat on certain professional committees around the state? Currently CEU has directors who are on professional committees around the state, will those directors continue to have a representation on those boards or would they have to report to someone who is currently their peer?
5. How does this look when we are trying to develop our careers, how will this look on our resumes, what is the hierarchy, and how will the title reclassification be handled?
6. If they reclassify jobs, will the pay be reclassified?
7. How are grant funded positions going to be handled?
8. What is going to happen to the CEU Prehistoric Museum?
9. How would this merger benefit our community?
10. How would our benefits be affected? Insurance benefits and others like tuition reimbursement?
11. Will CTE area stay at CEU or go through UCAT, with which we just merged?
12. Capital Facilities – will CEU submit their own capital improvements and requests for new buildings or will those requests be intermingled with USU? If they are mixed, will CEU have an input every year and say on where the request will be ranked when it is submitted to DFCM, Utah State Building Board and the Capital Facilities Appropriations?
13. Will we still keep residential life and other auxiliaries?
14. Community/Price City Library have talked about merging with CEU Library, will this be impacted?

15. One of the models on the wiki has a central library and bookstore – is that being considered and if so, how would the logistics of such a concept work?
16. Will we receive a copy of the results of the *Higher Education and Applied Technology Governance Committee (legislative sub-committee assigned to study this)*?
17. What will happen to the students who would prefer a smaller college setting for their first years?
18. What will become of the community colleges in Utah? If the merger goes through, there would only be two community colleges in the state of Utah.
19. Will departments retain control in decision making needed for Financial Aid or Registrar's Office or will there only be one Financial Aid or Registrar based at USU. Currently we have the latitude to be more student-friendly and customer oriented.
20. The current partnership with Weber State and CEU is working great in the area of Banner. What will happen with the technical support of Banner? Will the relationship with WSU remain?
21. What will happen with our donors? Retaining our own identity will be critical in retaining our current donors and our affinity with our alumni. We cannot let our alumni down, using the current model of U of U and Dixie as an example of what not to do.
22. Have any economic development studies been completed to identify what degrees businesses would desire in our community? Or has there been any interest of new businesses that would relocate to our area based on the ability to produce a workforce with certain bachelor's degrees?
23. What additional programs will be brought to the area? Will every degree be available students every year? What exactly would be different than the partnerships we currently have? Will we house more upper division faculty here?
24. Clarify the promise of the tuition remaining low for the first two years – is that the first two years of the proposed merger or the first two years of a student's academic career? If the later, how long will the lower cost be in place?
25. The level of service must remain at the highest of standards and retain the feel of a community college.
26. Are any of the members of the study group from Rural Utah or do they have a good understanding of a rural community?
27. What exactly is it that Utah State University wants from this proposed merger? Is it self-interest related to our nursing program, instant diversity, WETC or are they interested in how they can expand educational opportunities in the south east portion of Utah?
28. Will a member of the professional staff association have a seat on all of the study teams that come about out of this study exercise?



## Questions for Utah State University

1. Will CEU retain the same rate of tuition, fees, housing, and food service that it has now?
2. How will the student fees be allocated?
  - a. If so over time will the rate of tuition change to Utah State's rate of tuition?
3. Will student fees paid by Price campus students be kept and used on the Price campus, or will a portion be sent up to USU?
4. Will the Price campus retain its open enrollment policy?
5. Will out of state tuition remain at the current rate?
6. Will international tuition remain at the current rate?
7. Will CEU retain its sport teams?
8. Will CEU retain its Career and Technical Education courses?
9. Will CEU retain its student organization such as the SUN Center, Ambassadors, Student Government, and Residential Assistants?
  - a. If not how will the Price Campus retain its level of enrollment if the Career and Technical Education courses, Sports Teams, Student Government, Ambassadors, SUN Center, and Residential Assistants are removed?
10. Will there be Student Government representatives for CEU, or will the Price campus be run by the Logan Campus's Student Government?
11. Will the same amount and level of Scholarships be given?
12. Will the awarding scale that is currently used by CEU to awarded Scholarship continue to be used?
13. Will CEU students have mostly Ed Net classes or will they have a teacher that is present?
  - a. If so what will the percentage be of Ed net or distant learning classes be?

14. What would be appealing for students to come to Price for Ed Net class, as opposed to just going to Logan where they can be taught in person and be part of the classroom?
15. What will be done to keep out of County students coming to Price when they could just go to Logan?
16. How would the Price Campus enrollment increase by becoming a satellite campus of USU?
17. Will Students be required to buy textbooks through Utah State's book store?
18. Will the current bookstore remain on campus?
19. Will Students have access to USU's library?
  - a. If so will they be required to pay for the shipment of books?
20. Will Students have access to USU's activities, games, and events at the same price of as Logan Campuses Students?
21. If CEU were to become a satellite campus would the funding for new buildings for the price campus be put second to USU Logan?
22. Will CEU retain its name the College of Eastern Utah?
23. Will CEU retain its Mascot?
24. What is insufficient or doesn't work with the current partnership that a merger would be needed?
25. If the current partnership works, why not strengthen what currently works and serves the students the best?

## Faculty/Employee Merger Committee Report

Each of the questions below was considered by the Faculty and Employee Committee formed as a result of H.B. 3. Committee members included: Byron Burnham, Guy Denton, Michelle Fleck, Troy Hunt, John Kras, and Carol Strong.

The questions were explored using a framework provided by the study consultants. That framework is used to report the results of the committee work from meeting held August 20, 2008 in Salt Lake City.

### **1. How will CEU faculty rank and tenure be integrated with that of USU in a merger? Will CEU tenure be honored?**

#### *Data or Relevant Information*

CEU and USU both have a tenure and promotion system; however there are differences. At CEU the system is comprised of “steps and lanes” while at USU the system is metered by performance against a individual’s role statement.

#### *Committee Recommendations or Findings:*

In the event of a merger it is recommended that USU accept existing tenure of CEU faculty. Further, if an employee was hired under the present CEU system and had not achieved tenure before the merger, they would have the option of continuing toward tenure under that system or moving to the USU system. Tenure from CEU will be honored by USU.

#### *Clarifying Comments:*

None

### **2. How will the compensation (salary and benefits) of CEU faculty and staff be affected by merging with USU?**

#### *Data or Relevant Information:*

Both institutions appear to have similar benefit packages in terms of health insurance and retirement options.

#### *Committee Recommendations or Findings:*

Benefits will not change. No one salary will be reduced  
New employees will be hired market-value system (we will be competitive with national norms). We do not recommend two systems of compensation; rather we feel the market should determine the salary level.

*Clarifying Comments:*

“Staff” are included in our considerations.

**3. What faculty and staff positions may be lost/added by merging CEU with USU?**

*Data or Relevant Information:*

*Committee Recommendations or Findings:*

No positions will be lost because of merger. There might be some realignment of positions in order to achieve balance and optimal use of all employees. For example, if a merger takes place, it would be redundant to have two presidents within one institution. However the College of Eastern Utah Campus may have a need for a chancellor within this new system. There will likely be other such examples as merger details are considered.

*Clarifying Comments:*

Future hiring patterns based upon institutional needs may be changed.

**4. How could the differing requirements of faculty at USU and CEU—requisite academic degrees, teaching loads, promotion and tenure procedures—be affected by merging the two institutions?**

*Data or Relevant Information:*

At CEU the typical load for an instructor is 15 hours. At USU the typical load for an instructor is 12 hours. USU’s load is not a matter of policy and varies from individual to individual and department to department. At USU some 12 hour loads also carry a research component.

*Committee Recommendations or Findings:*

Credit loads will not increase above existing levels at either campus.

Question 1 above contains comments about tenure and promotion. Requisite academic degrees will be established by individual position descriptions.

*Clarifying Comments:*

As a point of information Table 1 (see below) lists the 23 levels of faculty ranks in place at USU. These are described in USU Policy and are designed to accommodate a host of faculty employed by USU.

Teaching loads should be negotiated by both campuses. If there is a load reduction at CEU, it would have to be financed by the State.

**5. How will redundant employee positions be handled under a merger of CEU and USU?**

*Data or Relevant Information:*

We are not certain as to what positions would be redundant. Redundancy might be a function of the governance model that is put in place. There might be redundancy in terms of positions like “Controller” or “Director of Purchasing” for two examples.

*Committee Recommendations or Findings:*

Realign positions in order to benefit both campuses on a case by case basis. Attrition will be used to eliminate redundancies. No one should receive a reduction in grade.

*Clarifying Comments:*

None

**6. How will instructors in CTE (including WETC) or other areas for which USU may not have parallel or companion departments or programs be integrated in a merged institution?**

*Data or Relevant Information:*

Most academic areas map well between CEU and USU. Of the 52 “programs/disciplines” listed on the CEU webpage only 17 do not match directly. All of the Trades and Industry programs do not map (11). Dance, Cosmetology, Emergency Management, Pre-professional, and Transitional Studies do not map.

*Committee Recommendations or Findings:*

The programs in the Trades and Industry Division should be placed in a department of Career and Technical Education (which would be a new department for USU). Cosmetology and Emergency Management would be moved into this department. It is recommended that Pre-professional and Transitional Studies be dropped. Wilderness studies would match extremely well with two departments at USU. The College of Natural Resources, and the department of Health, Education and Recreation should have strong ties with the CEU program. Criminal Justice should be affiliated with Sociology, Social Work and Anthropology. Dance should affiliate with USU’s Department of Theatre Arts.

Unique areas/programs would remain in place. Role descriptions would be negotiated by the by Price Campus leaders in order

*Clarifying Comments:*

Face-to-face teaching needs to be preserved and enhanced (but not replace) by electronic distance education. This may require substantial increases in technology and its supporting infrastructure.

**7. What will be the role of current CEU faculty in determining curriculum and programs?**

*Data or Relevant Information:*

At USU currently instructors choose their textbooks, develop their own syllabi. Where common sections of the same course exists, departments collaborate across course sections in terms of texts and common learning outcomes.

*Committee Recommendations or Findings:*

All instructors whether at USU or CEU maintain their right to choose texts, write syllabi, etc.

Programmatic decisions will be made by faculty involved. USU will be sensitive to local service areas.

CEU would set schedules of courses. There may have to be some coordination to account for unique practices (such as fall break at USU).

*Clarifying Comments:*

USU's Extension tradition should well serve its sensitivity to local needs. The Land Grant tradition should be a guiding principle in this area.

**8. What are the enhanced higher education opportunities as a result of a merger between USU and CEU?**

*Data or Relevant Information:*

USU offers upper division and graduate programs

USU offers hundreds of undergraduate majors and 96 masters degrees and 38 doctoral degrees.

*Committee Recommendations or Findings:*

CEU faculty will have opportunities to teach upper division and graduate courses (by implication students can obtain a 4 year degree and a graduate degree in Price in a more seamless fashion).

USU faculty would have expanded research opportunities in a number of areas (i.e. energy, anthropology, natural resources). CEU faculty would have expanded opportunities for training, research. Faculty in both institutions would participate in exchanges. Undergraduate research opportunities would be available for CEU students.

CEU's paleontology museum would greatly enhance USU graduate students opportunities.

We recommend that a "faculty development" fund be established for those individuals at CEU who would like to move into USU's tenure track system. This fund would allow individual to take a leave of absence (separate and apart from a sabbatical leave to pursue doctoral studies).

*Clarifying Comments:*

There was some discussion about restrictions by funding agencies for multiple PI's. This would be especially true for opportunity kinds of grants where one type of institution is eligible and another not.

***The following questions were not addressed but will be in an upcoming session.***


9. If a merger is not feasible, what expansion of collaboration and partnership between USU and CEU is possible to increase the higher education services to students and residents in southeast Utah? What are the implications for faculty and staff under enhancement of the existing partnership?
10. What higher education opportunities could result related to an enhanced partnership?
11. Are there cost efficiencies or additional costs relating to faculty and employees that should be considered in the event of a merger? Enhanced partnership?






**Table 1: Utah State University Faculty Categories and Ranks**

| <i>Academic Ranks</i>       |                                                                      |                               |                                  |                                |
|-----------------------------|----------------------------------------------------------------------|-------------------------------|----------------------------------|--------------------------------|
| <i>Core Faculty</i>         | <i>Librarians</i>                                                    | <i>Extension (General)</i>    | <i>Extension Agent</i>           |                                |
| Instructor                  | Affiliate Librarian                                                  | Extension Instructor          | Affiliate Extension Agent        |                                |
| Assistant Professor         | Assistant Librarian                                                  | Extension Assistant Professor | Assistant Extension Agent        |                                |
| Associate Professor         | Associate Librarian                                                  | Extension Associate Professor | Associate Extension Agent        |                                |
| Professor                   | Librarian                                                            | Extension Professor           | Extension Agent                  |                                |
| <i>Term Appointments</i>    |                                                                      |                               |                                  |                                |
| <i>Lecturer</i>             | <i>Clinical</i>                                                      | <i>Research</i>               | <i>Federal Collaborator (FC)</i> | <i>Federal Researcher (FR)</i> |
| Lecturer                    | Clinical Instructor                                                  | Research Assistant Prof       | FC Instructor                    | FR Assistant Professor         |
| Senior Lecturer             | Clinical Assistant Prof                                              | Research Associate Prof       | FC Assistant Professor           | FR Associate Professor         |
| Principal Lecturer          | Clinical Associate Prof                                              | Research Professor            | FC Associate Professor           | FR Professor                   |
|                             | Clinical Professor                                                   |                               | FC Professor                     |                                |
| <i>Special Appointments</i> |                                                                      |                               |                                  |                                |
| <i>Adjunct</i>              | <i>Visiting</i>                                                      | <i>Temporary</i>              |                                  |                                |
| Adjunct Assistant Prof      | Visiting faculty would bring their home institutional rank with them |                               |                                  |                                |
| Adjunct Associate Prof      |                                                                      |                               |                                  |                                |
| Adjunct Professor           |                                                                      |                               |                                  |                                |
|                             |                                                                      |                               |                                  |                                |
|                             |                                                                      | <i>Emeritus</i>               |                                  |                                |
|                             |                                                                      | Assistant Professor           |                                  |                                |
|                             |                                                                      | Associate Professor           |                                  |                                |
|                             |                                                                      | Professor                     |                                  |                                |

 Tenured Ranks

 Non-tenured Ranks

**N.B.** The code also provides for “Resident” and “Non-resident” faculty designations. Resident faculty members are located at the Logan campus. Non-resident faculty members are located off the Logan campus.

December 5, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Information Item: Weber State University, Progress Report for a Bachelor of Science Degree in Engineering

Issue

In July 2007, Weber State University (WSU) submitted a request to offer a bachelor's degree in General Engineering with an emphasis in Avionics and Electronics. The proposal was initially reviewed by the Office of the Commissioner and other institutions offering engineering degrees. Concern was expressed from the University of Utah and Utah State University and some Regents about initiating another engineering program in Utah, given the potential costs incurred together with the capacity to teach more students at both institutions with engineering degrees.

Background

Because of the differences in perspectives, three highly qualified engineering deans were hired to review engineering offerings in the Utah System of Higher Education, to evaluate employment needs, and to recommend the best configuration of programs to meet those needs.

In 2007 the Utah State Legislature funded a partnership initiative with WSU and USU. WSU and USU were given \$865,400 in on-going money and \$710,800 in one-time money to initiate an engineering partnership. As a result, USU established a degree in Electrical Engineering located on the WSU Davis Campus. The program was available to students fall semester, 2008. In 2008, the Utah State Legislature provided \$800,000 to WSU for an Aerospace initiative which can be used for engineering programs.

After considering the findings and recommendations of the consultants and given the fact that a partnership has just recently been established between WSU and USU, the PRC and the Commissioner have discussed working with both presidents to reach an agreement as a substitute for Weber's current proposal for the next four years. The possible agreement would consist of the USU/WSU partnership operating for a trial period of four years before a final decision is made regarding the proposed WSU engineering program. This would give the partnership time to produce realistic and measureable data. During this time, the Commissioner would request the partnership carefully monitor and evaluate the following data and benchmarks.

### *Data*

- The number of WSU pre-engineering students who transition to the USU four-year program.
- The number of students graduating from the USU program, including:
  - The number of students completing the program.
  - The number of students placed in the workforce.
  - The salary level of employed graduates.
  - The number of graduates who enroll in graduate programs.
  - The number of students passing the licensing exam.
  - The demand for new engineers nationally, statewide, and in Weber and Davis Counties.

### *Benchmarks*

- A minimum of 25 students in the cohort.
- Seventy-five percent of students who graduate will be employed at strong salary levels.
- Financial resources allocated to the partnership will be sufficient at both institutions to ensure success.

After considering these data and benchmarks at the conclusion of the four-year period, a recommendation will then be made to either continue the partnership or to support WSU's developing a stand-alone program.

### Recommendation

This is an information item and requires no action. The Commissioner will report back to the Regents at a future meeting regarding this proposed alternative.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/LS/AMH

December 26, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Non-state Funds Capital Development Projects for 2009-2010

The University of Utah properly submitted these projects to the Office of the Commissioner back in late August, but due to staffing shifts within OCHE they were omitted. We are now bringing them forward in order that they may be properly addressed by the Regents, prior to the beginning of the Legislative session.

Issue

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

- Approval of institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested (R710-4.5.5).
- Proposals for projects funded in whole or in part from adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets (R710-4.5.5.1).
- Major construction or remodeling projects (defined as projects costing more than \$1,000,000) funded through private sources or a combination of private sources (R710-4.5.5.2).

The Board of Regents may submit projects directly to the State Building Board. However, non-state projects that do not receive legislative approval are not eligible for state-funded O&M or capital improvement funding. Projects funded with non-state dollars are eligible for state-appropriated O&M when the use of the building is for approved academic and training purposes and is consistent with the institution's master plan (R710-4.5.6).

Shown on page two is a summary of those non-state funded projects requested this year that failed to make the September list previously approved by the Regents. University of Utah representatives will be on hand to answer questions during the December meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University of Utah's non-state funded projects that have already been forwarded to the Building Board, Governor and Legislature.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/TC  
Attachment

## USHE Non-State Funded Capital Development Request FY 2009-10 - revisited

| Project                                                 | Total Cost    | Gross Sq Feet | State Funded          |  | Source of Funds                   |
|---------------------------------------------------------|---------------|---------------|-----------------------|--|-----------------------------------|
|                                                         |               |               | O&M                   |  |                                   |
| The Beverly Taylor Sorensen Arts & Education Complex    | \$ 30,737,169 | 85,446        | \$ 628,028            |  | Donations                         |
| Ambulatory Care Complex                                 | TBD           | 342,156       | N/A                   |  | TBD                               |
| David Eccles School of Business Replacement & Expansion | \$ 71,100,000 | 151,531       | \$ 1,049,400          |  | Donations & Other Non-state Funds |
| Kennecott Building Renovation                           | \$ 8,689,000  | 37,430        | \$ 221,300<br>new O&M |  | Donations & University Funds      |
| South Campus Housing                                    | \$ 48,000,000 | 576,254       | N/A                   |  | Revenue Bonds                     |

November 26, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Approval to Pursue Issuance of Revenue Bonds

In accordance with Utah Code 53B-21 and Regent policy R590, the University of Utah is seeking approval to issue revenue bonds to finance two facility construction projects previously approved by the Board of Regents which are compatible with and included in the current institutional facilities master plan approved by the Board of Regents in September. These projects are detailed in the attachment/request provided by the University:

- The first project is the infrastructure development of the University “green field” site and the construction of a central chilled water plant which is part of the USTAR project (see attachment for further detail).
- The second project is the expansion for the University Neuropsychiatric Institute (UNI) (see attachment for further detail).

The University is seeking approval to request legislative authority to issue revenue bonds for these projects in the amounts specified in the attached letter from the University. Upon approval, the Commissioner’s office will request legislative authority to issue the revenue bonds for the construction projects.

Commissioner’s Recommendation

The Commissioner recommends that the Regents grant approval for the University to seek legislative authority to issue revenue bonds for both projects.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/TC  
Attachment



Arnold B. Combe  
Vice President for Administrative Services

November 20, 2008

Dr. Greg Stauffer  
Board of Regents, The Gateway  
60 S 400 West  
Salt Lake City, Utah 84101-1284

Dear Dr. Stauffer:

The University of Utah requests that the following two items be added to the agenda for the Board of Regents meeting on December 5, 2008.

First, the University requests approval to issue revenue bonds in an amount not to exceed \$44 million, plus amounts required for debt service reserve, issuance costs and capitalized interest, if necessary, to fund the infrastructure development at the University "green field" site and the construction of a central chilled water plant.

Infrastructure will include new and upgraded high and medium voltage electric service; high temperature hot water; sanitary and storm sewers; culinary water; telecommunications; and other secondary distributed utilities to be installed in either new tunnels or, as appropriate direct buried. These systems will be sized anticipating future utility capacities to support build out at this green field site consistent with the Campus Master Plan.

The approximate 8,000 ton Central Chilled Water Plant will eventually support the total chilled water needs for the northern end of main campus, including future construction. Nine (9) existing buildings west of the proposed plant site will be serviced by the new plant. Energy retrofits to lighting and HVAC systems will be performed, and combined with the new central chiller plant construction, we project will yield savings to retire a portion of the debt service.

The debt service on the bonded indebtedness would be paid from research overhead funds. However, it is also intended that as additional buildings are constructed within the interdisciplinary quadrangle, and supported by the infrastructure associated with this project, an appropriate portion of infrastructure costs be borne by these new buildings. As "infrastructure fees" are paid, the funds would be used to pay down the bond.



Second, the University requests approval to issue Hospital revenue bonds in an amount not to exceed \$45 million plus amounts required for debt service reserves, issuance costs and capitalized interest, if necessary to fund the costs of construction and furnishings for the expansion for the University Neuropsychiatric Institute ( UNI). The construction will expand UNI to accommodate the demand (30 patients on a wait list at any one time) and also to create better financial outcomes through maximizing the economies of scale. A total of 154 beds will be available at the conclusion of the expansion project.

|                             |                       |
|-----------------------------|-----------------------|
| Revenue Bond                | \$45.0 million        |
| Other Internal Support      | <u>5.0</u> million    |
| Total Cost of the Expansion | <u>\$50.0</u> million |

UNI's financial pro-forma reflects an improved margin over a five (5) year period of \$21 million with a projected breakeven total for the full period.

If these proposed financings are approved by the Board of Regents, they need to be forwarded for inclusion in the State's Bond Bill in the upcoming Legislative session.

If you have any questions, do not hesitate to contact me directly.

Sincerely,



Arnold B. Combe

ABC/am

c: Michael Young  
Gordon Crabtree  
Mike Perez  
Troy Caserta

November 26, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA—Approving Resolution, SBR Student Loan Revenue Bonds, Senior Series 2008A

Issue

UHEAA requests approval of a resolution authorizing the issuance of approximately \$195 million of student loan revenue bonds.

Background

The Board of Regents (UHEAA) currently has \$491 million of Variable Rate Demand Bonds (VRDO) outstanding (in addition to \$1.665 billion of other kinds of bonds). As a result of turmoil in the financial markets and a downgrading of the bond issue's insurance provider, the VRDO bonds are currently not marketable. These bonds are held by two banks under standby bond purchase agreements executed with the Board (UHEAA) at the time of issuance. These bonds currently carry an interest rate of 5.25 %. Market conditions are such that new bonds could be issued at much lower rates if a bank would provide a letter of credit guaranteeing the repayment of bond principal in the case of any future problems. UHEAA staff has been able to obtain such a letter of credit from Wells Fargo Bank in the amount of \$200 million. The letter of credit will allow the Board (UHEAA) to issue new bonds in the amount of approximately \$195 million. Proceeds from sale of the new bonds will be used to retire old bonds. The differential between interest rates on existing bonds and expected interest rates on new bonds will result in estimated annual savings to the Board (UHEAA) of approximately \$5.7 million.

At its meeting on November 20, 2008, the Student Finance Subcommittee voted unanimously to recommend Board of Regents adoption of the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Senior Series 2008A. Board of Regents adoption of the Resolution is necessary to provide authority for issuance and sale of the bonds.

**Proposed Structure**

Based upon review and analysis of the loan program's needs, alternative structures, pricing, and current circumstances, the financing team has concluded that the Board would best be served by issuing tax exempt seven-day Variable Rate Demand Obligations (VRDO's) under a new 2008 Master Indenture.

Proposed terms are as follows:

Proposed Sale Date: December 17, 2008  
Proposed Closing Date: December 18, 2008

|                     | <u>Expected<br/>Rating</u> | <u>Proposed<br/>Amount</u> | <u>Var./ Fixed<br/>Rate</u> | <u>Maturity</u> | <u>Tax<br/>Status</u> |
|---------------------|----------------------------|----------------------------|-----------------------------|-----------------|-----------------------|
| Senior Series 2008A | AAA                        | \$191,500,000              | Variable                    | 12/01/48        | Tax Exempt            |

#### Proposed Not-to-Exceed Parameters

|                                                                          | <u>Not-to-Exceed<br/>Parameter</u> | <u>Resolution<br/>Reference</u> |
|--------------------------------------------------------------------------|------------------------------------|---------------------------------|
| • Total Principal Amount                                                 | \$195,000,000                      | Section 5                       |
| • Principal Amount of Bonds That May Bear Variable Interest Rates        | \$195,000,000                      | Section 5                       |
| • Maximum Interest Rate of Tax - Exempt Variable Rate Demand Obligations | 12.0%                              | Section 5                       |
| • Maturity Dates                                                         | 12/01/2048                         | Section 5                       |
| • Underwriter's Discount                                                 | 50%                                | Section 7                       |

#### Basic Documents Requiring Approval

The Approving Resolution, provided as Attachment I, is in final draft form. Its approval by the Board will authorize the execution of a Trust Indenture, a First Supplemental Indenture, a Bond Purchase Agreement, an Official Statement, a Letter of Credit and Reimbursement Agreement, and other documents required in connection therewith.

The Trust Indenture and the First Supplemental Indenture are contracts between the Board and Wells Fargo Bank, as trustee, for the Bank to serve as custodian of funds and as authorized representative of bondholders in order to ensure compliance by the Board with provisions of the Indenture.

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

The Letter of Credit and Reimbursement Agreement is a contract between the Board and Wells Fargo Bank for the Bank to provide an irrevocable direct-pay letter of credit to provide funds for the payment of principal and interest of any bonds tendered for payment pursuant to the provisions of the Indenture.

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



Copies of the draft bond documents described above were mailed under separate cover to members of the Finance, Facilities and Accountability Committee. Copies are available upon request for other members of the Board from Richard Davis at (801) 321-7285. UHEAA staff, representatives of the Attorney General's Office, and Bond Counsel will attend the Board of Regents meeting on December 5 to answer questions.

#### Options Considered

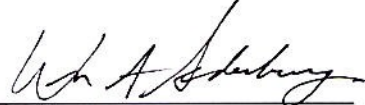
The Student Finance Subcommittee, Program Officers, Underwriters and Bond Counsel periodically review and consider a wide range of financing facilities and structures. The possible merits of locking in current interest rates by issuing fixed rate bonds are considered each time. However, the current variable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

#### Policy Implications

Issuance of the Board's Student Loan Revenue Bonds, Senior Series 2008A, is projected to provide an annual reduction of interest expense in the amount of \$5.7 million

#### Recommendation

The Commissioner recommends that the Board of Regents approve the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Senior Series 2008A.

  
William A. Sederburg, Commissioner

WAS/DAF/ROD  
Attachment

Salt Lake City, Utah  
December 5, 2008

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the University of Utah in Salt Lake City, Utah on December 5, 2008, commencing at \_\_\_\_\_ a.m. The following members were present:

|                     |            |
|---------------------|------------|
| Jed H. Pitcher      | Chair      |
| Bonnie Jean Beesley | Vice Chair |
| Jerry C. Atkin      | Member     |
| Janet A. Cannon*    | Member     |
| Rosanita Cespedes   | Member     |
| France A. Davis     | Member     |
| Katharine B. Garff  | Member     |
| Greg W. Haws*       | Member     |
| Meghan Holbrook     | Member     |
| David J. Jordan     | Member     |
| Nolan E. Karras     | Member     |
| Robert S. Marquardt | Member     |
| Basim Motiwala**    | Member     |
| Anthony W. Morgan   | Member     |
| Marlon O. Snow      | Member     |
| Teresa L. Theurer   | Member     |
| Joel D. Wright      | Member     |
| John H. Zenger      | Member     |

Absent:

Also Present:

|                      |                                     |
|----------------------|-------------------------------------|
| William A. Sederburg | Commissioner of Higher<br>Education |
| Joyce Cottrell, CPS  | Secretary                           |

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance of student loan revenue bonds.

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\* Non-voting Member from the State Board of Education.  
\*\* Student Member.

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

AYE:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE "BOARD") AUTHORIZING THE ISSUANCE AND SALE OF ITS STUDENT LOAN REVENUE BONDS, SERIES 2008A IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$195,000,000; AUTHORIZING THE EXECUTION OF A TRUST INDENTURE, A FIRST SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, A LETTER OF CREDIT AND REIMBURSEMENT AGREEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

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

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

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue student loan revenue bonds pursuant to a Trust Indenture (the "General Indenture") between the Board and Wells Fargo Bank, National Association (the "Trustee") as supplemented and amended by a First Supplemental Indenture (the "First Supplemental Indenture" and together with the General Indenture, the "Indenture") between the Board and the Trustee, which bonds will be designated as the State Board of Regents of the State of Utah Student Loan Revenue Bonds, Series 2008A (or such other or additional designation as officers of the Board may determine) (the "Series 2008A Bonds") in an aggregate principal amount of not to exceed \$195,000,000; and

WHEREAS, the Board desires to provide liquidity and credit support for the Series 2008A Bonds bearing a floating variable rate of interest by causing Wells Fargo Bank, National Association (the "Bank") to deliver a letter of credit (the "Letter of Credit") pursuant to a Letter of Credit and Reimbursement Agreement (the "Reimbursement Agreement") between the Board and the Bank; and

WHEREAS, the Board desires to use the proceeds of the Series 2008A Bonds to (i) obtain funds to finance student loan notes and other debt obligations reflecting loans to

students under its Student Loan Program, (ii) fund a deposit to a reserve account and (iii) pay costs of issuance of the Series 2008A Bonds; and

WHEREAS, the Series 2008A Bonds and the Board's obligations under the Reimbursement Agreement and the Indenture shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

WHEREAS, there has been presented to the Board at this meeting forms of the Bond Purchase Agreement to be entered into between the Board and the herein described Underwriter (the "Bond Purchase Agreement"), the Official Statement for use in marketing the Series 2008A Bonds (the "Official Statement"), the Reimbursement Agreement, and the Indenture; and

WHEREAS, pursuant to Section 53B-13-104(9) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates and purchase prices at which the Series 2008A Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this resolution; provided such terms do not exceed the parameters set forth in this resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the issuance of the Series 2008A Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Official Statement in substantially the form presented to the Board at this meeting, with such alterations, changes or additions as may be authorized by Section 11 hereof, in connection with the offering and sale of the Series 2008A Bonds.

Section 4. The Indenture, in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver the Indenture in the form and with substantially the same content as presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 11 hereof.

Section 5. For the purpose of providing funds to (i) finance student loan notes and other debt obligations reflecting loans to students under its Student Loan Program, (ii) fund a deposit to a reserve account and (iii) pay costs of issuance of the Series 2008A Bonds, the Board hereby authorizes the issuance and sale of the Series 2008A Bonds in



the aggregate principal amount of not to exceed \$195,000,000. The Series 2008A Bonds bearing variable rates of interest shall bear interest as provided in the Indenture and such rates shall not at any time exceed twelve percent (12%) per annum (except as may be provided in the Reimbursement Agreement). The Series 2008A Bonds shall mature on such date or dates, as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, on or before December 1, 2048. The issuance of the Series 2008A Bonds shall be subject to final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2008A Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, tender, remarketing, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the First Supplemental Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and seal by manual or facsimile signature the Series 2008A Bonds and to deliver the Series 2008A Bonds to the Trustee for authentication. All terms and provisions of the Indenture are hereby incorporated in this Resolution. The appropriate officials of the Board are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2008A Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2008A Bonds shall be sold to Wells Fargo Brokerage Services, LLC (the "Underwriter"), with an Underwriter's discount of not to exceed one half of one percent (.50%) of the face amount of the Series 2008A Bonds, plus accrued interest, if any. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Bond Purchase Agreement and the Official Statement, in substantially the form and with substantially the same content as presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2008A Bonds and such alterations, changes or additions as may be authorized by Section 11 hereof. Pursuant to Section 53B-13-104(9) of the Act, the Chair and/or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee, are each hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, rate determination methods and purchase price with respect to the Series 2008A Bonds for and on behalf of the Board by the execution of the Bond Purchase Agreement and the Indenture and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Deputy Executive Director of UHEAA and Secretary are hereby authorized to take all action necessary or reasonably required by the Bond Purchase Agreement and the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 9. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee, for and on behalf of the Board, and the Trustee are, and each of them is, hereby authorized to enter into an investment agreement or agreements (the "Investment Agreement"), in form and substance satisfactory to the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee. Any and all proceeds of, and investment income attributable to, the Series 2008A Bonds may be loaned to or deposited from time to time pursuant to the Investment Agreement for the periods, and at the interest rates, specified therein.

Section 10. The Reimbursement Agreement, in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Reimbursement Agreement in the form and with substantially the same content as presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 11 hereof.

Section 11. The appropriate officials of the Board, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are authorized to make any alterations, changes or additions in the Indenture, the Series 2008A Bonds, the Bond Purchase Agreement, the Official Statement, the Reimbursement Agreement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States or to the final agreement with the Underwriter and the Bank within the parameters established herein.

Section 12. The appropriate officials of the Board, including without limitation the Chair, the Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, the Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Deputy Executive Director of UHEAA and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 13. Upon their issuance, the Series 2008A Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture and such Series 2008A Bonds. No provision of this Resolution, the Series 2008A Bonds, the Bond Purchase Agreement, the Indenture, the Reimbursement Agreement, the Investment Agreement or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board.

Section 14. After any of the Series 2008A Bonds are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2008A Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 5<sup>TH</sup> DAY OF DECEMBER, 2008.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

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Chair

ATTEST:

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Secretary

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

(SEAL)

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Chair

ATTEST:

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Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on December 5, 2008 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 5<sup>th</sup> day of December, 2008.

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Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the December 5, 2008 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on \_\_\_\_\_, 2008, at least twenty-four (24) hours prior to the convening of such meeting, in the form attached hereto as Exhibit A; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Exhibit A to be provided on \_\_\_\_\_, 2008, at least twenty-four (24) hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2007-2008 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Exhibit B) to be posted on May 9, 2008, at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on [September 14], 2007, to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 5<sup>th</sup> day of December, 2008.

(SEAL)

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Secretary



EXHIBIT A

Notice of Public Meeting

[See Transcript Document No. \_\_\_\_]

EXHIBIT B

Notice of Annual Meeting Schedule

[See Transcript Document No. \_\_\_\_]

November 24, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA Update

Issue

The challenges facing the student loan program have been well publicized as discussed with the Board previously. UHEAA has developed a plan to weather the current financial storm and to make student loans available through the 2009-10 academic year. Listed below is an update concerning UHEAA.

- 1. Fully Funding Loans with No Delays for Students.** Despite continuing turmoil and volatility in the financial markets, UHEAA has been able to meet this year's demand for student loans in full with no delays for students. This is an important accomplishment for institutions and students who have experienced no disruption in service in contrast to many other areas of the country where student loans have either been curtailed or delayed.
- 2. Student Loan Volume Up 19 Percent.** UHEAA's loan volume is up more than 19 percent year-to-date compared to the same period last year. Increases in enrollment combined with Federal rule changes, which increased borrowing limits by \$2,000 annually, account for much of the increase. For the first four months of this fiscal year, UHEAA has processed more than \$295 million in student loans to approximately 44,000 borrowers. Estimated loan volume for the 2008-2009 fiscal year will be approximately \$400 million to 90,000 students. UHEAA plans to meet the growing demand for student loans with a combination of its available capital and funds provided by the remaining participating lenders.
- 3. UHEAA's Commitment As Loan Originator.** To assure access to student loans, UHEAA is functioning as an originating lender. This move was necessary since many lenders have either curtailed or ceased making student loans. UHEAA's largest volume student loan lenders at present are U.S. Bank, America First Credit Union, Mountain America Credit Union, Utah Community Credit Union, and University of Utah Credit Union. UHEAA expects to make approximately \$100 million of the \$400 million total for the year as an originating lender. Having UHEAA make loans directly has been very much appreciated by the institutions and is an important part of the effort to ensure loans are available to all eligible students.

**4. UHEAA Approved for Secretary of Education's Liquidity Plan.** UHEAA is approved to participate in the U.S. Secretary of Education's liquidity plan and is planning to sell all loans made for the 2008-2009 fiscal year to the Secretary. Participation in the Secretary's liquidity plan is essential as an outlet for these loans which cannot be economically financed due to Congressionally-mandated yield cuts for student loans and the ongoing disruption in the credit markets.

**5. One-Year Extension of Liquidity Plan.** Recently, Congress passed and President Bush signed a one-year extension to the Secretary's liquidity plan. The extension allows UHEAA to sell loans to the Secretary through June 30, 2010 and adds a measure of stability to the very chaotic student loan market. The additional year allows more time for the financial markets and political issues surrounding student loans to evolve without disrupting the availability of loans. UHEAA continues to urge Congress to leave loan servicing and collection at the local level for loans which are sold to the Department. Senator Hatch will visit the UHEAA offices on December 1, 2008 for a briefing on the student loan program.

**6. Restructuring UHEAA's Existing Debt.** UHEAA continues to pursue all available options to restructure its debt to obtain lower interest rates. While uncertainty in the financial markets has made it impossible to find all of the necessary capital to restructure existing debt, UHEAA has been able to obtain a letter of credit financing as an important first step (see report entitled, "*UHEAA—Approving Resolution, SBR Student Loan Revenue Bonds, Senior Series 2008A*"). Recent interventions by the federal government into the capital markets may also help eventually. However, UHEAA remains saddled with much higher than normal interest rate costs. Assuming adequate capital remains unavailable for the rest of this fiscal year, UHEAA projects a loss of approximately \$6.8 million at June 30, 2009, the first operating loss in its 32 years of operation.

**7. Lower Default Rate.** UHEAA's default prevention unit has helped lower UHEAA's default rate from 4.3% to 2.8%. UHEAA's default rate remains significantly below the national average of 5.2%.

Commissioner's Recommendation

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



William A. Sederburg  
Commissioner of Higher Education

WAS/DAF

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Campus Retention Plan Reports from the University of Utah and Salt Lake Community College - Information Item

Issue

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

Today's reports from the University of Utah and Salt Lake Community College conclude the Campus Retention Reports initiative.

Commissioner's Recommendation

This item is for information only and requires no action.

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William A. Sederburg  
Commissioner of Higher Education

WAS:cm  
Attachments





## Summary Report on Retention Presented to the Utah State Board of Regents December 5, 2008

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Post-secondary educational persistence and success is a concern for most, if not all, U.S. colleges and universities. Average first to second year retention rates hover around 40 to 50% in two-year colleges and approximately 70 to 85% in public four-year institutions. Moreover there is growing concern over the length of time students take to graduate. National statistics suggest that only approximately 50% of students across the country will graduate from their four-year institution within 6 years.

The University of Utah has a long history of attending to students' success and continues to make strides in assuring that all students have the opportunity to succeed. After adjusting for students who go on LDS church missions, approximately 80% of our first-time freshman students return their second year and approximately 54% graduate within 6 years. The University's retention rate has increased by 9 percentage points since 2000 and now compares favorably to our peer institutions. In contrast, our graduation rate has remained relatively stable during the last decade and falls below that of our peer institutions.

The University has in place a set of initiatives designed to promote student retention, increase graduation rates, and reduce time to graduation. These efforts include, but are not limited to, what follows:

Teaching. One of the most important things the University does to insure student academic persistence and success is to provide students with a quality education directed by a highly qualified research and teaching faculty. The quality and diversity of the U's faculty provides an especially rich undergraduate scholarly experience and the majority (71%) of graduating students report their interactions with faculty were moderately to strongly positive.

Mandatory Advising. The University recently implemented a mandatory academic advising model

that requires all freshmen to meet with their academic advisor prior to being permitted to register for the next semester. Academic advisors are an early and critical point of contact for new students and can serve to promote goal directed behavior on campus – and thus retention.

Graduation Guarantee. Another recently implemented program is the graduation guarantee. This program encourages students to enter into a contractual agreement with an academic department whereby the department commits to offering required courses according to a particular schedule and the student commits to taking those courses accordingly. The intent is to create a structure that will help students stay on track to a timely graduation.

Coordination. The University's efforts to enhance student retention are coordinated through the ongoing work of the Student Retention and Assessment Committee whose membership includes faculty, staff and administrators. This year, the Committee approved and advanced the University's membership in the Voluntary System of Accountability, a nationwide effort to promote institutional accountability for student learning outcomes. The Committee oversees regular student and faculty assessment efforts such as the use of the Student Readiness Inventory, the National Survey of Student Engagement, and upcoming administration of the Faculty Survey of Student Engagement. These instruments can be used to align student success resources with students' needs and to identify potential areas for institutional improvement.

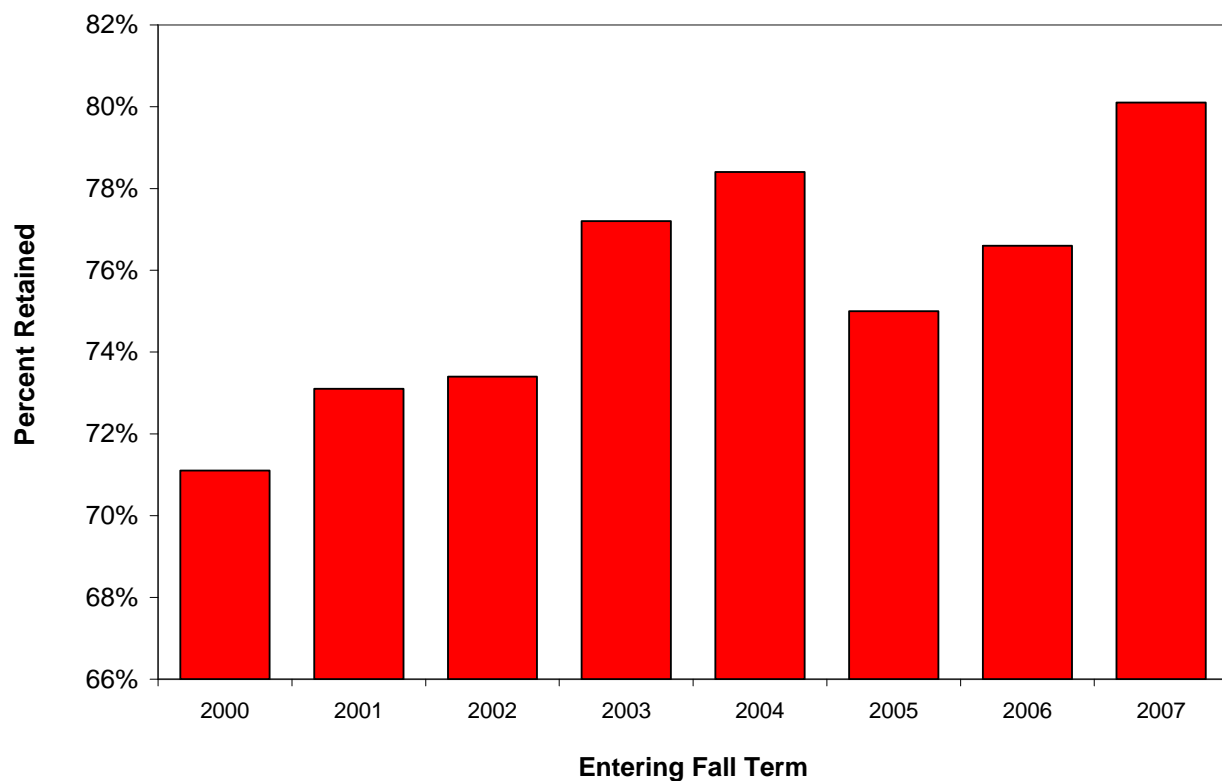
Student Engagement. Research indicates that the extent of student engagement with faculty and fellow students correlates positively with retention. Engagement is particularly challenging for institutions, like the U, with large numbers of commuter students. Accordingly the University has expanded programs designed to enhance engagement. Here are several examples:

- **Honors College:** Enriching the educational experience of exceptional students through challenging curriculum, experiential and project-based learning, and mentorship, the Honors College represents a community of excellence on campus. About ten percent of undergraduates participate in Honors at least to some extent.
- **Service Learning:** Celebrating its 20<sup>th</sup> year on campus, the Lowell Bennion Community Service Center promotes lifelong civic engagement and service through its range of service learning and volunteer programs. Approximately 100 courses carry the service learning designation each semester, with annual enrollments totaling 3,500.
- **Undergraduate Research:** Over 200 students each year participate in the Undergraduate Research Opportunities Program, one of several programs that promote student engagement by involving undergraduate students in faculty scholarship and creativity.

Academic Support. Finally, the University employs a number of evidence-based student academic support programs designed to ensure success in the classroom including:

- **Supplemental Instruction:** This longstanding academic support program utilizes peer-assisted study sessions to target students enrolled in high-risk academic courses and served over 1,600 students at the University last year.
- **Academic tutoring:** A wide range of tutoring resources across campus provides students with course-specific academic assistance.
- **First-year transition programs:** Research clearly shows the beneficial effects of providing students with structured transitional experiences during their first year of college. The Learning, Engagement, Achievement, Progress (LEAP) program and the Strategies for College Success (EDPS 2600) course promote the successful transition of about one-third of all incoming first-year students.

**University of Utah Freshmen Retention Rate (Mission Adjusted)**





## **Board of Regents Handout—Student Success and Retention December 5, 2008**

### **Strategic Planning**

1. One of SLCC's key Strategic Priorities is to *Increase Student Access and Success*, and our Vice President of Instruction and Vice President of Student Services co-chair a standing Student Access and Success Committee that meets twice a month.
2. The Student Access and Success Committee has informed its retention initiatives with data contained in the SLCC Institutional Effectiveness Matrix (an evolving planning and assessment tool) that gives the current states of performance indicators related to Strategic Priorities. Where possible, student retention performance indicators have been benchmarked against comparable community colleges through the National Community College Benchmarking Project.

### **Existing Efforts**

1. StartSmart extended orientation is in its fourth year.
2. Focused Tutoring, in its second year, provided one-to-one weekly tutoring throughout the semester.
3. Supplemental Workshops, a collaborative effort between Student Services and academic departments to increase learning support for students in high risk courses.
4. Teacher Recruitment Scholarship for Diverse Students.
5. Horizonte Alternative High School Scholarship Cohort.
6. Transition to Adult Living Scholarship Mentor Program.
7. QUEST, in its tenth year, is a summer transition program coordinated by TRiO and designed to increase college-readiness of approximately 20 underrepresented students.
8. Reading Assessment and Placement Initiative began in Summer of 2008 with students who do not place at college reading level being advised to take the appropriate Reading course(s).
9. Early Alert Notification is a long-standing effort that provides faculty the opportunity to notify Advising of concerns about students' attendance or performance in class.
10. The Academic Standards program provides active intervention with students whose GPA's fall below 2.0.
11. TriO Student Support Services provides intensive advising, financial aid coaching, tutoring and engagement activities to low income and first generation college students to increase retention, graduation, and transfer.

### **New Initiatives**

1. First Year Experience pilot targeting underprepared members of underrepresented populations to start Fall of 2009.
2. Installing data storage and analysis capabilities to track student cohorts.
3. Installing business intelligence reporting software (Cognos) to provide administrators and directors ongoing access to real time data on student enrollment.
4. An effort to create departmentally sustained learning communities in high enrollment Gen Ed courses commences this academic year.
5. Targeted faculty training for courses with high rates of withdrawals and grades of D or E.
6. The Reading Initiative will be expanded in Summer of 2009 with Reading prerequisites placed on American Institutions, Biological Sciences, and Quantitative Literacy courses.



November 26, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Legislative Priorities for 2009

In preparation for the 2009 Legislative Session, we have prepared the attached document detailing proposed legislative priorities for the Utah System of Higher Education. These include the budget recommendation of the Board of Regents and Capital Facilities priorities approved by the Board of Regents on September 5, 2008, and several items that will require legislative action in the form of bills. All are described in the attached document.

In addition, the Commissioner's Office, USHE presidents and their staffs will be closely monitoring legislation that could impact the Utah System of Higher Education, now and throughout the legislative session, and Associate Commissioner Buhler will prepare a weekly report on the status of higher education priorities and other issues of interest.

Recommendation

The Commissioner recommends that the Board consider these priorities, and endorse them as the priorities of the Utah System of Higher Education. Further, the Commissioner recommends that the Board authorize the Commissioner, in consultation with the presidents, to monitor, support, or oppose on a case-by-case basis other legislation that will be introduced during the 2009 Legislative Session. Finally, the Commissioner recommends that the Board be given regular reports during the Legislative Session regarding items of interest to the Utah System of Higher Education.

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William A. Sederburg  
Commissioner of Higher Education

WAS/DB  
Attachments

### Operating Budget Request

The USHE Operating Budget Request is based on four top priorities:

1. People - compensation & benefits
2. Students - financial aid commitments
3. System Viability - O & M, Utilities
4. Economic Development – workforce development

- **People (compensation & benefits)**

USHE is requesting equitable treatment of its employees with other state employees in compensation and benefits. Any cost-of-living-adjustments and benefits packages approved for employees by the Legislature should include higher education. Campus presidents continue to face challenges retaining key faculty.(We compete in a national market.) USHE requests ongoing funding to assist with faculty retention.

- **Students (financial aid commitments)**

- *Regents' Scholarship*

- USHE is requesting \$2,250,000 ongoing funds and \$750,000 one-time funds to ensure the viability and rapid growth of the *Regents' Scholarship*. Introduced in 2008, the scholarship awards Utah high school students for taking a more rigorous curriculum to prepare for a post-secondary education. With very little publicity, 185 scholarships were awarded and all of the 2008 scholarship funds have been committed. There is increased interest this year and high schools are responding by adding rigor.

- *New Century Scholarship*

- USHE is requesting \$762,600 to meet the growth in students who are eligible for the *New Century Scholarship*.

- *Need-based Aid (UCOPE)*

- USHE is requesting \$2,000,000 in need-based financial aid for the Utah Centennial Opportunity Program for Education (UCOPE). This would bring the funding up to the level of two years ago.

Operating Budget Request (continued)

- **System Viability (O & M, Utilities, Enrollment Growth)**

USHE is requesting funds for the ongoing viability and maintenance of existing higher education infrastructure.

|                                                                                              |               |
|----------------------------------------------------------------------------------------------|---------------|
| Utility rate increases                                                                       | \$ 1,675,100  |
| O&M for non-state funded projects                                                            | \$ 2,109,700  |
| Other Costs (Minimum wage increases, fuel,<br>IT infrastructure, statewide CTE articulation) | \$ 2,126,400  |
| Enrollment growth (new students enrolled Fall 2008)                                          | \$ 11,369,700 |

- **Economic Development**

USHE is requesting continuing funds to continue programs for training engineers and teachers. Despite the economic challenges, Utah still faces a talent force shortage in the teaching, engineering, and the career and technical fields.

|                        |              |
|------------------------|--------------|
| Teacher Initiative     | \$ 4,000,000 |
| Engineering Initiative | \$ 3,000,000 |
| CTE Funding            | \$ 3,000,000 |

USHE also supports the ongoing retention of resources allocated to the USTAR program.



## Capital Development

Below is the approved list of USHE building projects as ranked by the Utah State board of Regents and the State Building Board. These projects are driven by two primary factors, enrollment increases (+8% headcount for fall 2008), and aging buildings (47% of the state's higher education facilities are over 30 years old).

USHE is requesting bonding for higher education facilities. Despite the loss of over 13,000 jobs in the construction industry, the state still added over 3,000 high-tech jobs to its economy - jobs that require greater post-secondary education. Approval for higher education facilities would help institutions better meet the demand for skilled workers in these high-tech industries, while at the same time help improve the economy's "soft-spot" in the construction industry by moving forward with large construction projects despite the state's economic slowdown.

| Regent Priority | Building Board | Institution and Project                               | State Funds          |
|-----------------|----------------|-------------------------------------------------------|----------------------|
| 1               | 5              | UU - David Eccles School of Business                  | \$25,815,000         |
| 1               | 3              | SLCC - Digital Art and Design                         | \$26,490,000         |
| 2               | 9              | USU - Business Building Addition & Remodel            | \$39,946,000         |
| 3               | 12             | SUU - Science Center Addition                         | \$15,390,000         |
| 3               | 11             | DSC - Centennial Commons                              | \$35,590,000         |
| 4               | 13             | UVU Sciences and Health Sciences Building Addition    | \$54,248,000         |
| 5               | 17             | CEU - Arts & Education Building                       | \$21,473,000         |
| 6               | 18             | WSU - Professional Programs Classroom Bldg. (Davis 3) | \$39,751,000         |
| Not Ranked      | Not Ranked     | UU - Skaggs Pharmacy Building                         | \$30,000,000         |
| Not Ranked      | 21             | USU - Kent Concert Hall Addition/Renovation           | \$6,290,000          |
| <b>Total</b>    |                |                                                       | <b>\$294,995,000</b> |



## Key Legislation

- **Regents' Scholarship Technical Amendments (Sen. Hillyard)**
  - Enhance the sustainability of the program by changing the exemplary award from 75% of tuition to a flat amount such as \$5,000 (and make parallel changes in the New Century Scholarship)
  - Eliminate the International Baccalaureate track for eligibility
  - Make technical changes
- **Engineering & Computer Science Initiative Amendments (Sen. Hillyard)**
  - Change the loan forgiveness program to a financial aid program to better use the limited amount appropriated and reduce administrative overhead costs
- **Career and Technical Education Amendments (Rep. Bigelow)**
  - UCAT Legislation prepared by the Legislative Task Force
  - Clarifies governance and mission of UCAT
  - Consolidates SLTATC into Salt Lake Community College, and leaves Tooele ATC as a stand-alone campus
- **Concurrent Enrollment Amendments (Sen. Dayton)**
  - Sen. Dayton's initiative to strengthen and improve the state's Concurrent Enrollment program
  - Modifies funding formula to take into account program delivery
  - Encourages college-readiness and quality through assessment and stricter oversight
  - Count and report concurrent enrollment students as scholarship recipients to reflect savings to students.
- **Tax Refund Designation to UESP (Rep. Dougall)**
  - Rep. Dougall's initiative to enable taxpayers to designate all or a portion of their Utah State Income Tax refund into UESP accounts to save for college.
- **Higher Education Tuition Credit (Rep. Dougall)**
  - Rep. Dougall's initiative to provide a nonrefundable tax credit for college tuition and mandatory fees.



Utah System of Higher Education  
**Operating Budget Request Summary (Tax Funds Only)**  
 FY 2009-10 and FY 2008-09 Supplemental



ESTIMATED FY 2009-10 STATE TAX FUNDS ADJUSTED BASE BUDGET

\$ 736,246,600

**USHE BUDGET PRIORITIES** **\$37,488,600 plus compensation**

|                                               |                                        |            |
|-----------------------------------------------|----------------------------------------|------------|
| 1. Compensation <sup>(note)</sup>             | <i>Base Compensation + \$5,195,100</i> |            |
| A. Base Compensation Package                  | <i>TBD</i>                             |            |
| B. Faculty Equity and Retention               | 5,195,100                              |            |
| 2. Continuing Operating Costs                 |                                        | 17,280,900 |
| A. Ongoing Base Adjustments                   |                                        |            |
| 1. Utility Rate Increases                     | 1,675,100                              |            |
| 2. Federal Minimum Wage Increases             | 481,100                                |            |
| 3. Gasoline Increases                         | 445,300                                |            |
| 4. O&M Requests for Non-State Funded Projects | 2,109,700                              |            |
| 5. IT Infrastructure                          | 1,000,000                              |            |
| 6. Statewide CTE Articulation                 | 200,000                                |            |
| B. Enrollment Growth                          | 11,369,700                             |            |
| 3. Student Financial Aid                      |                                        | 5,012,600  |
| A. Need Based                                 | 2,000,000                              |            |
| B. Merit Based                                |                                        |            |
| 1. Regents Scholarship                        | 2,250,000                              |            |
| 2. New Century Scholarship                    | 762,600                                |            |
| 4. Addressing Workforce Shortages             |                                        | 10,000,000 |
| A. Teachers                                   | 4,000,000                              |            |
| B. CTE                                        | 3,000,000                              |            |
| C. Engineering & Computer Science Initiative  | 3,000,000                              |            |

**ONE-TIME INCREASES** **\$2,150,000**

|                                |           |                    |
|--------------------------------|-----------|--------------------|
| 1. Student Financial Aid       |           | <u>\$1,750,000</u> |
| A. Need Based                  | 1,000,000 |                    |
| B. Regents Scholarship         | 750,000   |                    |
| 2. Academic Library Consortium |           | <u>\$400,000</u>   |

**SUPPLEMENTAL INCREASES** **\$663,500**

|                                               |         |                  |
|-----------------------------------------------|---------|------------------|
| 1. Utility Rate Increases                     | 3,000   | <u>\$663,500</u> |
| 2. O&M Requests for Non-State Funded Projects | 557,900 |                  |
| 3. New Century Scholarship                    | 102,600 |                  |

**REQUEST SUMMARY**

|                               |                                               |
|-------------------------------|-----------------------------------------------|
| <u>USHE Budget Priorities</u> | <b>\$37,488,600 plus compensation</b>         |
|                               | USHE Priorities Request Percent Increase 5.1% |
| <u>One-time Increases</u>     | <b>\$2,150,000</b>                            |
| <u>Supplemental Increases</u> | <b>\$663,500</b>                              |

**Notes:**

Equitable Compensation Package with State and Public Education Employees

The one percent salary number is approximately \$6,455,600, five percent health insurance is approximately \$4,089,600.

November 24, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Legislative Advocacy Plan – 2009

In consultation with the Regents' Strategic Planning and Communications Committee, the Commissioner's Office is preparing a new legislative advocacy action plan to assist in advancing Higher Education's agenda during the 2009 Legislative Session. The Committee is still finalizing its recommendations, which will be hand-carried to the December 5 Board of Regents meeting

---

William A. Sederburg  
Commissioner of Higher Education

WAS/DB

## Legislative Breakfasts & Lunches 2009

As of December 4, 2008

Utah Valley University  
Snow College  
College of Eastern Utah  
11 Legislators attended (69%)

Thu. Nov. 13, Noon, Riverside Country Club

Southern Utah University  
Dixie State College  
4 legislators attended (57%)

Fri. Nov. 14, Noon, The Ledges

Utah State University  
5 legislators attended (83%)

Monday, Nov. 24, Noon, Old Main Champ Hall

Salt Lake County (UofU, SLCC)  
19 legislators attended (46%)

Thursday, Dec, 4, 7:30 a.m. Idaho Room, Little  
America Hotel

Weber State University

January (TBD, 7:30 a.m., at Weber State in  
Elizabeth Hall (new classroom building)



## **Legislative Advocacy Action Plan 2009 Legislative Session**

### **Objectives**

1. Increase understanding that a vital component of a healthy economic development plan is a strong and well-funded higher education system.
2. Minimize further budget cuts to higher education, including supporting Governor's proposal to phase-in cuts over three years.
3. Support funding for Higher Education capital facilities, likely through bonding.

### **Advocates**

In addition to the usual team of the Commissioner and Presidents and their staffs, we will coordinate with the following teams of advocates:

#### **Regents & Trustees Team**

Regents: Bob Marquardt, Meghan Holbrook, Nolan Karras, Marlon Snow

Two trustees to be invited from each institution

Kick-off – in January (date TBD) at SBR Offices. Presidents and Legislative Liaisons will be invited to attend.

#### **Business Leaders Team**

Bob Marquardt, Lead Regent, with Nolan Karras and Jerry Atkin.

A group of business leaders who support and are willing to champion state-wide higher education goals and causes, and coordinate with SL Chamber and other business groups as appropriate.

### **Capitol Hill Event**

Annual lunch is scheduled for Friday, February 6. We need to rethink the approach based on budget and political climate.

November 26, 2008

MEMORANDUM

To: State Board of Regents  
From: William A. Sederburg  
Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Regular Board Meeting held October 24, 2008, at Utah Valley University in Orem, Utah
- B. Grant Proposals
  - 1. University of Utah – Ed Institute of Education Sciences; “Comm of Caring Curriculum Development”; \$1,426,070. Paula Smith, Principal Investigator.
  - 2. University of Utah – U.S. Department of Energy; “Clean & Secure Energy”; \$3,306,315. Philip J. Smith, Principal Investigator.
  - 3. University of Utah – U.S. Department of Energy; “X-Ray Contrast Agent”; \$1,597,585. Steven Poelzing, Principal Investigator.
  - 4. University of Utah – Lignin Biofuels LLC; “Lignin-to-Fuels”; \$2,067,720. Włodzimierz Zmierzak, Principal Investigator.
  - 5. University of Utah – National Institutes of Health; “Multifunctional Nanocarriers”; \$3,010,000. James W. Yockman, Principal Investigator.
  - 6. University of Utah – National Institutes of Health; “Validate PNG Trad Med for AIDS”; \$1,390,125. Louis R. Barrows, Principal Investigator.
  - 7. University of Utah – National Institutes of Health/National Cancer Institute; “BRCA Bridging Barriers”; \$3,780,377. Anita Kinney, Principal Investigator.
  - 8. University of Utah – Fox Chase Cancer Center; “Legacy”; \$2,023,378. Sandra S. Buys, Principal Investigator.

9. University of Utah – National Institutes of Health; “Topham DAG Kinase Delta”; \$1,881,250. Matthew K. Topham, Principal Investigator.
10. University of Utah – National Institutes of Health; “SNAI3 in T Cell Development”; \$1,693,125. John H. Weis, Principal Investigator.
11. University of Utah – National Institutes of Health; “Microbial Pathogenesis”; \$1,678,008. Janis J. Weis, Principal Investigator.
12. University of Utah – National Institutes of Health; “Vascular Angiotensinogen”; \$1,505,000. Andreas Rohrwasser, Principal Investigator.
13. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “Longitudinal Neuroimaging”; \$1,525,845. Perry Franklin Renshaw, Principal Investigator.
14. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “MR Research of Cannabis Use”; \$1,006,232. Deborah Ann Yurgelun-Todd, Principal Investigator.
15. University of Utah – Utah Arts Council; “BTS Professional Development”; \$1,616,800. Michael L. Hardman, Principal Investigator.
16. University of Utah – U.S. Department of Education; “Postsecondary Research Grant”; \$1,048,486. Andrea K. Rorrer, Principal Investigator.
17. University of Utah – National Science Foundation; “Center for Neural Interfaces”; \$25,000,000. Gregory A. Clark, Principal Investigator.
18. University of Utah – U.S. Department of Energy; “Adv Studies on Geologic CO<sub>2</sub>”; \$23,090,794. Milind Deo, Principal Investigator.
19. University of Utah – National Science Foundation; “Free”; \$19,802,345. Patrick McMurtry, Principal Investigator.
20. University of Utah – University of Missouri; “Solar Nanoantenna”; \$2,499,998. Steven Blair, Principal Investigator.
21. University of Utah – Environmental Protection Agency/National Risk Management; “Water-Energy Sustainability”; \$1,241,030. Steven John Burian, Principal Investigator.
22. University of Utah – National Institutes of Health; “Novel Prognostic Cancer Genes”; \$1,893,107. Andrea H. Bild, Principal Investigator.

23. University of Utah – National Institutes of Health; “Dynamics of Large-Scale Domain”; \$1,505,000. Donald K. Blumenthal II, Principal Investigator.
24. University of Utah – National Institutes of Health/National Institute of Environmental Health Sciences; “TRP Channels and Air Pollution”; \$1,204,000. Christopher A. Reilly, Principal Investigator.
25. University of Utah – National Science Foundation; “CACE”; \$12,500,000. Orest George Symko, Principal Investigator.
26. University of Utah – U.S. Department of Energy; “Cache”; \$12,500,000. Orest George Symko, Principal Investigator.
27. University of Utah – National Science Foundation; “Igert in Math Biology”; \$3,199,976. Frederick R. Adler, Principal Investigator.
28. University of Utah – National Institutes of Health; “High Resolution Spectroscopy”; \$1,881,250. Markus Babst, Principal Investigator.
29. University of Utah – National Institutes of Health; “Cancer Selective Compounds”; \$1,881,250. Matthew S. Sigman, Principal Investigator.
30. University of Utah – National Science Foundation; “Viral Adaptation”; \$1,460,248. Frederick R. Adler, Principal Investigator.
31. University of Utah – National Science Foundation; “Collaborative Research: Blood”; \$1,046,573. Aaron L. Fogelson, Principal Investigator.
32. University of Utah – National Institutes of Health; “EWS/FLI and its Targets”; \$1,881,250. Stephen L. Lessnick, Principal Investigator.
33. University of Utah – National Institutes of Health/National Institute of Diabetes; “Control of Insulin Resistance”; \$1,881,250. Donald E. Ayer, Principal Investigator.
34. University of Utah – National Institutes of Health; “Pelvic Floor Disorders”; \$3,739,957. Lisa Anne Albright, Principal Investigator.
35. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Ribonucleases Involved in RNAI”; \$2,794,204. Brenda L. Bass. Principal Investigator.
36. University of Utah – National Institutes of Health; “Regulation of Metabolism”; \$2,525,413. Carl Sennrich Thummel, Principal Investigator.

37. University of Utah – National Institutes of Health; “Genetic Studies in IBD Family”; \$2,254,490. Stephen L. Guthery, Principal Investigator.
38. University of Utah – National Institutes of Health; “Role of FGF8 During Lung Development”; \$1,881,250. Anne M. Moon, Principal Investigator.
39. University of Utah – National Institutes of Health; “Interleukin-2 in Memory T Cell”; \$1,881,250. Matthew A. Williams, Principal Investigator.
40. University of Utah – National Institutes of Health/National Institute of Diabetes; “Hepatic Lipid Metabolism”; \$1,881,250. Jared P. Rutter, Principal Investigator.
41. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; “Pelvic Floor Load Sensor”; \$1,881,250. Ingrid E. Nygaard MD, Principal Investigator.
42. University of Utah – National Institutes of Health; “Developing an Infection Free”; \$1,881,250. Roy D. Bloebaum, Principal Investigator.
43. University of Utah – National Institutes of Health/National Institute on Deafness and Other Communication Disorders; “Hearing Loss”; \$1,881,250. Yong Wang, Principal Investigator.
44. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Groel Regulation”; \$1,881,250. Costa P. Georgopoulos, Principal Investigator.
45. University of Utah – National Institutes of Health/National Cancer Institute; “Nanogels for Ovarian Cancer”; \$1,881,250. Margit-Maria Janat, Principal Investigator.
46. University of Utah – National Institutes of Health; “Whole Genome Screen”; \$1,842,627. Mark Yandell, Principal Investigator.
47. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; “Case Project”; \$1,734,362. Heather Todd Keenan, Principal Investigator.
48. University of Utah – National Institutes of Health; “Factors Successful Women Scientists”; \$1,505,000. Carrie L. Byington, Principal Investigator.
49. University of Utah – National Institutes of Health/National Library of Medicine; “Parallel Genetic Algorithms”; \$1,016,211. Julio Cesar Facelli, Principal Investigator.
50. University of Utah – National Institutes of Health/National Cancer Institute; “Neighborhood Effects”; \$1,505,000. Ming Wen, Principal Investigator.

51. University of Utah – National Institutes of Health; "Citicoline Treatment of Meth Dependency"; \$1,128,750. Perry Franklin Renshaw, Principal Investigator.
52. Utah State University – General Atomics; "Research Leading to the Development of Algae-based JP8 through Industry System Integration"; \$1,315,000. Jeff Muhs, Principal Investigator.

C. Grant Awards

1. University of Utah – U.S. Department of Energy; "Clean & Secure Energy"; \$3,306,319. Philip J. Smith, Principal Investigator.
  2. University of Utah – Research Partnership to Secure; "Tight-Gas Reservoirs"; \$1,068,862. Milind Deo, Principal Investigator.
  3. University of Utah – National Highway Traffic; "NEMSIS Tech. Assistance Center"; \$1,614,576. Newell C. Mann, Principal Investigator.
  4. University of Utah – Bioenergenix LLC; "PAS Kinase and Diabetes Therapy"; \$1,179,888. Jared P. Rutter, Principal Investigator.
  5. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "National Children's Study Wave-1"; \$1,000,000. Edward B. Clark, Principal Investigator.
  6. University of Utah – National Park Service; "Assistance for the University of Utah Museum of Natural History"; \$4,965,000. Sarah B. George, Principal Investigator.
  7. University of Utah – Lignin Biofuels LLC; "Lignin-to-Fuels"; \$1,981,063. Wlodzimierz Zmierzczak, Principal Investigator.
  8. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; "Prevention of Epilepsy"; \$5,574,406. H. Steve White, Principal Investigator.
  9. Utah State University – Utah State Office of Education; "EBLS Charter School Fund"; \$2,081,835. Sue McCormick, Principal Investigator.
  10. Utah State University – U.S. Naval Research Laboratory; "Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0001"; \$2,752,215. Niel Holt, Principal Investigator.
-

William A. Sederburg, Commissioner

WAS:jc  
Attachment

STATE BOARD OF REGENTS MEETING  
UTAH VALLEY UNIVERSITY, OREM, UTAH  
OCTOBER 24, 2008

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STATE BOARD OF REGENTS MEETING  
UTAH VALLEY UNIVERSITY, OREM, UTAH  
OCTOBER 24, 2008

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Janet A. Cannon  
Rosanita Cespedes  
France A. Davis  
Katharine B. Garff (by phone)  
Greg W. Haws  
Meghan Holbrook  
David J. Jordan  
Robert S. Marquardt  
Basim Motiwala  
Anthony W. Morgan  
Marlon O. Snow  
Teresa Theurer  
Joel D. Wright  
John H. Zenger

Regents Excused

Jerry C. Atkin  
Nolan E. Karras

Office of the Commissioner

William A. Sederburg, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Ronell Crossley, Research Officer, UHEAA  
Joseph Curtin, Director of Institutional Research  
Carrie Beckman, Policy and Special Projects Coordinator  
Richard O. Davis, Deputy Executive Director, Utah Higher Education Assistance Authority  
David A. Feitz, Executive Director, Utah Higher Education Assistance Authority  
Spencer Jenkins, Assistant Commissioner for Public Affairs  
Melissa Miller Kincart, Program Director for State Scholars Initiative  
Darren Marshall, Manager of Audit and Financial Services  
Cameron K. Martin, Assistant Commissioner for Administration and Planning  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
David S. Schwanke, Associate Executive Director of Finance and Accounting, UHEAA  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Lynne S. Ward, Director, Utah Educational Savings Plan  
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President  
John G. Francis, Senior Associate Vice President for Academic Affairs

Michael G. Perez, Associate Vice President for Facilities  
Laura Snow, Special Assistant to the President and Secretary of the University

Utah State University

Stan L. Albrecht, President  
Raymond T. Coward, Executive Vice President and Provost  
Michelle B. Larson, Assistant Provost  
Thomas R. Lee, Professor and Department Head, Family, Consumer and Human Development  
Whitney J. Pugh, Executive Director, Budget and Planning  
Susan O. Shapiro, Associate Professor of History

Weber State University

F. Ann Millner, President  
Brad Mortensen, Vice President for Institutional Advancement

Southern Utah University

Michael T. Benson, President  
Lindsey Brown, Registrar  
Gregory Stauffer, Vice President and Chief of Staff

Snow College

Scott L. Wyatt, President

Dixie State College

Stephen D. Nadauld, Interim President  
Randal S. Chase, Professor and Chair, Department of Communications  
Donna Dillingham-Evans, Vice President of Academic Services  
Donald Ray Hinton, Dean, Education, Humanities, Arts and Social Sciences  
Stanley J. Plewe, Vice President of College Services

College of Eastern Utah

Michael King, Interim President  
Brad King, Vice President of Institutional Advancement and Student Services  
Kevin Walthers, Vice President of Finance and Administrative Services

Utah Valley University

Elizabeth Hitch, Interim President  
Jack R. Christianson, Executive Director, Center for Engaged Learning  
Cory Duckworth, Vice President for Student Affairs  
Val Hale, Vice President for Institutional Advancement  
Brad Plothrow, Assistant Director of Communications  
Kyle Reyes, Academic Advisor, Multicultural Outreach  
Tim Stanley, Senior Research Analyst, Institutional Research  
Chris Taylor, Associate Vice President for Marketing and Communications

J. Karl Worthington, Interim Vice President for Academic Affairs

Salt Lake Community College

Joe Peterson, Vice President of Instruction  
Mason Bishop, Vice President of Institutional Advancement  
Kimberly Henrie, Senior Budget Officer  
Dennis Klaus, Vice President of Business Services

Utah College of Applied Technology

Richard L. White, President

Representatives of the Media

Wendy Leonard, *Deseret News*

Other Guests

Kelly Murdock, Wells Fargo Public Finance  
Spencer Pratt, Office of the Legislative Fiscal Analyst

Following a breakfast meeting with the Utah Valley University Board of Trustees, the Regents convened in Committee of the Whole at 9:00 a.m. Chair Jed Pitcher called the meeting to order and excused Regents Karras and Atkin. He welcomed Regent Garff, who joined the meeting by phone. He also welcomed Representative John Dougall.

Introduction of Regent Joel Wright. Chair Pitcher stated that Regent Wright had already taken the oath of office but had not formally been welcomed to the Board. He asked Regent Wright to tell the group about himself. Regent Wright said he was excited about the opportunity to serve on the Board of Regents. He is an attorney with Kirton and McConkie, where he was recently made a partner. He and his wife have four children.

Report of the Commissioner

Campus Visits. Commissioner Sederburg remarked that he had been on the job for two months and had only been able to unpack one box since he became Commissioner. He visited all nine USHE institutions and found the campuses to be very impressive in terms of physical infrastructure, quality of faculty and staff, student leadership, and innovative programming. He commended the Presidents for their vision and advocacy. He found that each institution was unique in its focus, but all were committed to collaborating with their sister institutions to best meet the needs in their respective areas.

Staffing. Dr. Cameron Martin has joined the Commissioner's staff as Assistant Commissioner for Administration and Planning. Dr. Greg Stauffer will be leaving SUU to become Associate Commissioner for Finance and Facilities, effective November 3. The legislative mandate to cut budgets included some of the pass-through funding that ultimately was appropriated to the institutions. Commissioner Sederburg said he was anticipating additional budget cuts in the 2009 General Legislative Session.

Planning. Dr. James Phelps gave a brief report by teleconference on his observations of the Utah System of Higher Education, based on interviews with key leaders. He compared the USHE to an orchestra that needs a common score, with a leader who knows how the music should sound. Each instrument is different, but together they form a beautiful ensemble. He recommended that the Regents and Commissioner build a comprehensive agenda to bring clarity and common goals to the system. He concluded by pointing out that the focus of the Trustees and Presidents is on their respective "piece" of the system. The Governor and the Legislature have the luxury of picking and choosing their issues. The Board of Regents, however, is responsible for the entire system and for leading it to a fulfilling future.

Regent Zenger explained that a planning exercise had been scheduled to allow the Regents, Presidents and others to determine how the Regents can better use their time and provide better leadership for higher education. To that end, a list of nine key roles of the Regents was prepared for discussion in smaller groups. The purpose of the discussion was to determine what functions are the most important for the Board to perform, and where the Regents "add value" for the institutions and the state. Regent Morgan asked the groups to add or modify the issues, if appropriate. These nine issues were suggested as a starting point:

1. Strategic planning for the Utah System of Higher Education
  - a. Mission and developmental strategy for each institution
  - b. Defining missions and roles within a system context for the short, intermediate and long term
  - c. Defining strategic issues for the USHE, such as increasing student participation, retention, graduation
2. Setting and advocating a public agenda for higher education in Utah; identifying and developing selected statewide policy initiatives
3. Selection and evaluation of USHE presidents
4. Establishing criteria and standards for new degree approvals (allowing the Commissioner's staff to largely implement, with the Regents functioning as an appeal body)
5. Identifying and facilitating operational efficiencies that can be achieved through networking among USHE institutions and through other means
6. Setting operating budget and capital facilities (and land acquisition) priorities for the system
7. Adopting a tuition policy (and implementation through setting tuition levels) that balances institutional needs for funds and the needs for affordable access for students and their families
8. Training and empowering institutional trustees (also OCHE training of institutional administrators where capacity issues are identified)
9. Expanding and strengthening relationships with the Legislature in order to improve efficiencies and public support

Groups were asked to keep in mind these questions: (1) What is missing? (2) What are the most important priorities? Regent Zenger asked each group to choose its three highest priorities, its three important but not highest priorities, and the three issues that would not be high priorities for the Regents. Assistant Commissioner Cameron Martin explained how the groups would be divided and gave directions for the various meeting rooms. Regents and Presidents were divided into two groups, and the gallery was divided into three additional groups.

The Board reconvened in Committee of the Whole at 10:55 a.m. Chair Pitcher asked the spokesperson from each group to report on his/her breakout group.

Regent Morgan said the Presidents and Regents in Group 1 were very candid and offered diverse opinions. The group's top priorities were issues 2 and 3; issues 1 and 9 were also considered important. Regent Theurer reported for the Regents and Presidents in Group 2. She said that group had a very lively discussion with differences of opinion. The group listed issues 1, 2 and 9 as its top priorities. The first gallery group included many students, so tuition and partnerships were discussed at length. Its top priorities were issues 1, 2 and 9, with 1-C determined to be the most important. The second gallery group thought issue 2 was the single most important priority for the Regents. The third gallery group was made up primarily of budget officers and Campus Compact leaders. Their top priority was to make the Board meetings more meaningful to the institutions.

Chair Pitcher thanked everyone for participating in this exercise. He asked Regents Zenger and Morgan to work with the Commissioner's staff to coordinate input and bring a new draft report to the Board for its December 5 meeting.

The Regents separated into their various committees at 11:05 a.m. and reconvened in Committee of the Whole at 12:20 p.m.

Chair Pitcher thanked President Hitch and her staff for their hospitality and the beautiful facilities in which the meeting took place.

#### State of the University

President Hitch showed a video presentation about what it means to be an engaged-learning institution and how faculty roles change in that context. Utah Valley University's goal is to be a premier engaged university. That vision is incorporated in UVU's Mission Statement. A Strategic Directions Advisory Committee identified four focus areas for UVU in 2008-2009: (1) engaged learning, (2) community engagement, (3) university student experience, and (4) resource development and efficiencies. This creates opportunities as well as challenges. President Hitch showed some slides detailing enrollment by gender, ethnicity and residency status. Because of high enrollment growth, it is taking longer to reach projected student-to-advisor ratios and to lower the number of classes taught by adjunct faculty. President Hitch pointed out that Utah Valley University has the least campus space per student and the lowest funding equity (tax funds per FTE student) in the Utah System of Higher Education. The State Office of Education predicts a 28.1 percent increase in senior class size by 2020; nearly 20,000 new students have enrolled in the Alpine School District since 1990.

Chair Pitcher thanked President Hitch for her report.

#### UHEAA Update

Dave Feitz, Executive Director of the Utah Higher Education Assistance Authority, explained the printed update that was sent out with the agenda as a supplement to Tab Q. He said this was a very challenging time for the student loan program. UHEAA has been able to fund all of its loans this year. The 19-member UHEAA

Board is chaired by Regent David Jordan. Regents Jerry Atkin, Nolan Karras and Tony Morgan also sit on the UHEAA Board, as does President Nadauld, who chairs the Student Finance Subcommittee. UHEAA has 194 employees and receives no state appropriations for its operating expenses. In addition to being the state's major financial aid provider, UHEAA is also heavily involved with college outreach through UtahMentor.org. The Utah Educational Savings Plan (UESP), Utah's 529 college savings plan, is also under the UHEAA umbrella. Approximately 100,000 students received UHEAA borrower benefits this fiscal year. While students pay for college through family support, scholarships, work, credit cards, and savings, student loans are the largest source of student financial aid. The average debt for graduating seniors with UHEAA loans is \$12,807, compared to the national average debt of \$19,300.

Director Feitz said UHEAA is confident it will be able to fully fund all student loans in 2009-2010 because the U.S. Secretary of Education's ability to purchase student loans has been extended through July 30, 2010. The Secretary of Education and the Secretary of the Treasury have indicated their goal is to restore the government guaranteed student loan market to normal operations. UHEAA is in a good position because of its not-for-profit mission, its financial strength, low overhead, and its experienced management team.

Regent Jordan assured the Regents that the UHEAA Board is carefully mentoring the balance between borrower benefits and reserves and UHEAA's willingness to take operating losses. The board has made a choice to continue to provide a good level of borrower benefits, although it has meant a loss in operating capital. If everything returns to the former status, UHEAA will be able to continue making student loans. In the meantime, the UHEAA Board is making wise decisions. Director Feitz said no eligible students have been denied student loans. UHEAA is one of the strongest financial aid agencies in the nation.

Commissioner Sederburg reassured the Regents that Director Feitz and the UHEAA Board have worked together well to develop a plan to weather the current economic storm. Action is still needed at the federal level to straighten out the loan markets. This is a good success story for Utah.

#### Reports of Board Committees

##### Programs Committee (Regent David J. Jordan, Acting Chair)

Utah State University – Latin Teaching Minor (Tab A). Chair Jordan said it appears the need for Latin is on the increase. More qualified teachers are needed to teach Latin in the high schools. Three Latin programs have been added in Utah high schools during the past three years. This minor will require only one additional course so no new faculty or resources will be needed.

Utah State University – Bachelor of Science Degree in Family Life Studies via Online Delivery (Tab B). Chair Jordan said the request was for a change in delivery method only. This will make the Family Life Studies program accessible to individuals who are place-bound with work and/or family responsibilities. The program will draw upon existing courses in the Family, Consumer and Human Development emphases to provide a rigorous curriculum with strong market appeal and utility for non-traditional students.

Utah State University – Master of Science Degree in Anthropology with a Specialization in Archaeology and Cultural Resource Management (Tab C). Chair Jordan said this program is particularly suited to the West, with interest in other remote locations. The minimum degree required by government regulation for this

certification is increasingly a master's degree. The program will prepare graduates for careers as archaeologists as well as prepare students who intend to pursue a Ph.D. degree at other institutions. No additional faculty will be needed.

**Chair Jordan moved approval of these three programs for Utah State University. Regent Snow seconded the motion, which was adopted unanimously.**

Consent Calendar, Programs Committee (Tab D). **On motion by Chair Jordan and second by Regent Zenger, the Regents approved WSU's request to rename the Composite Elementary/Special Education major in the Department of Teacher Education to Special Education (mild to moderate).** Chair Jordan explained that Weber State University's renaming was done to conform with accreditation issues.

Information Calendar, Programs Committee (Tab E). Chair Jordan said nothing controversial was submitted for information. The committee expressed interest in the work Dixie was doing to create new emphases on organization and leadership in its four-year baccalaureate program in communication. This program meets a significant need in the community.

Vice Chair Beesley assumed the chair so Chair Pitcher could report on the actions of the Finance Committee, assisted by WSU Vice President Brad Mortensen.

Finance Committee (Regent Jed H. Pitcher, Acting Chair)

UESP – Revised Policy R685, Utah Educational Savings Plan Trust (Tab F). Dr. Mortensen said the committee had reviewed the revised policy, which greatly simplified the program and set the program description. **Chair Pitcher moved approval of revised policy R685. Regent Davis seconded the motion, which was adopted.**

Utah Valley University – Campus Master Plan (Tab G). UVU Vice President Val Peterson noted the changes to UVU's current master plan were outlined in the Commissioner's memo to Tab G. The university's top priority is a new science building. In addition, three non-state funded projects have been added. Dr. Peterson reported UDOT is again looking at building a new freeway interchange on 800 South, as well as a new urban interchange. **Chair Pitcher moved approval of UVU's Campus Master Plan. Regent Jordan seconded the motion, which was adopted unanimously.**

University of Utah Hospitals and Clinics – Proposed Budget for FY 2009 (Tab H). Chair Pitcher said this was another great success story. The UUHC budget includes the main campus, University Neurological Institute, Huntsman Hospital, and the University Hospital and Clinics. Regent Jordan recalled a time when the UUHC budget was very deeply in the red. This has been a great turn-around. **Chair Pitcher moved approval of the UUHC proposed budget for FY 2009. Regent Davis seconded the motion, which was adopted unanimously.**

Report on State Building Board Prioritization of Capital Projects (Tab I). Dr. Mortenson referred to Replacement Tab I, which compared the Building Board's priority rankings of USHE capital projects to the Regents' rankings. It is yet to be determined whether funds will be available for capital projects next year.



Report on State Budget Cuts (Tab J). Dr. Mortenson explained that in the Special Legislative Session, the nine USHE institutions (except UCAT) and Commissioner's Office received a 4 percent budget cut for the current year, with flexibility granted to the presidents on how the cuts would be made at their respective institutions. Similar cuts are anticipated for the 2009-2010 fiscal year. New revenue estimates will be released again in December.

USHE – Annual Report on Leased Space (Tab K). This report was provided for information only, as required in policy R710. No questions were raised.

USHE – Annual Report on Institutional Residences (Tab L). This report was also provided for information only.

USHE – Fall 2008 Enrollment Report (Tab M). Chair Pitcher reported a significant increase in enrollment this year, in both FTE and headcount. The UCAT enrollment report was hand-carried to the meeting. Chair Pitcher asked President White to comment. President White said UCAT was required to report to the Legislature on its enrollment history, which is measured in membership hours. Secondary enrollment declined by 1½ percent, but postsecondary enrollment increased by nearly 8 percent. The former is typical of what is happening in public education right now. UCAT had a total increase in enrollment of 4.2 percent. Enrollment was shown by headcount (a nearly 12 percent increase) on the last page of the handout. In addition, by partnering with the sister institutions (SLCC, Snow and CEU), UCAT provides custom fit training with dollars appropriated for that purpose. That resulted in an additional 19,000 individuals being trained last year.

Regent Pitcher resumed the chair.

Strategic Planning and Communications Committee (Regent Meghan Holbrook, Chair)

Campus Retention Plan Reports – Utah Valley University and Utah College of Applied Technology (Tab N). Chair Holbrook said the committee had received excellent reports from these two institutions. She referred to the written reports in the agenda. UCAT is a non-traditional type of institution, but it also has a plan for retaining students.

Regents' Scholarship Program – Annual Report and Update (Tab O). Associate Commissioner Buhler reported that the Regents' Scholarship program has been very successful. The Commissioner's staff is working with Senator Hillyard to get more funds next year. Continued success will depend on the Legislature's appetite for continued funding.

Legislative Update (Tab P). Chair Holbrook referred to the written report prepared by Associate Commissioner Buhler. A bill has been drafted to revise the UCAT governance structure; there may yet be changes to the proposed legislation. Mr. Buhler reported the Legislative Task Force had approved a compromise bill on UCAT governance. The task force will be meeting again on November 11 for its final meeting to discuss concurrent enrollment. Chair Holbrook thanked everyone who had attended the task force meetings for their support.

General Consent Calendar

On motion by Regent Jordan and second by Regent Zenger, the following items were unanimously approved on the Regents' General Consent Calendar (Tab R):

- A. Minutes – Minutes of the Regular Board Meeting held September 5, 2008, at the College of Eastern Utah in Price, Utah
- B. Grant Proposals (On file in the Commissioner's Office)
- C. Grant Awards
  - 1. University of Utah – Utah Department of Health; "Juvenile Health Care Services"; \$2,527,278. Leissa A. Roberts, Principal Investigator.
  - 2. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; "HIV/Host Interactions"; \$3,646,835. Wesley I. Sundquist, Principal Investigator.
  - 3. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "National Children's Study"; \$3,000,000. Edward B. Clark, Principal Investigator.
  - 4. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "MFMU Network Base;" \$1,150,499. Michael W. Varner, Principal Investigator.
  - 5. University of Utah – Health Resources and Services; "EMSC CDMCC"; \$1,113,495. J. Michael Dean, Principal Investigator.
  - 6. University of Utah – U.S. Department of State; "Iraqi Judiciary"; \$2,497,420. Wayne McCormack, Principal Investigator.
  - 7. 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.
  - 8. Utah State University – U.S. Department of Agriculture; "Functional Genomic in Nature"; \$1,111,188. Bart Weimer, Principal Investigator.
  - 9. Utah State University – U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal"; \$3,158,708. V. Rasmussen, Principal Investigator.
  - 10. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infrared Survey Explorer"; \$1,884,935. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.

11. Utah State University – State of Utah Division of Child and Family Services; "Utah State University Title IV-E Child Welfare Training Project"; \$1,341,522. Derrik Tollefson, Principal Investigator; Terry Peak, Co-Principal Investigator.
12. Utah State University – U.S. Air Force Research Laboratory; "Responsive Space Technologies Call 0010"; \$1,291,027. Chad Fish, Principal Investigator.

#### Resolution

Kimberly Henrie. Chair Pitcher thanked Ms. Henrie for her many contributions to the Commissioner's Office and to the State Board of Regents. **Regent Morgan moved approval of the Resolution of Appreciation. The motion was seconded by Vice Chair Beesley and adopted unanimously by the Board.** Vice Chair Beesley presented Ms. Henrie with her resolution and gift of appreciation. (A copy of the resolution is on file with the permanent minutes in the Commissioner's Office.)

#### Report of the Chair

Group Photo. Chair Pitcher asked the Regents to note that a group photo would be taken at the December 5 Board meeting at the University of Utah. Individual photos of the newest Regents were taken earlier in the day at UVU. Framed individual and group photos will be displayed in the Regents' Board Room at the Gateway.

2009 Meeting Schedule. Commissioner Sederburg pointed out that the 2009 meeting schedule had two fewer meetings of the Board, which were noted on the schedule as "As Needed." **On hearing no objections, Chair Pitcher declared the 2009 Meeting Schedule to be the official schedule for the Board of Regents.**

Newspaper Articles. Chair Pitcher referred to the various newspaper articles relating to higher education in the Regents' folders. Commissioner Sederburg referred to the chart in the *Deseret News* article showing that the percentage of faculty had increased by 63 percent over the last five years. The correct figure is that there was only a 14 percent increase in total improvement: 16 percent in full-time faculty and 8 percent in full-time administrators. This represents a 14 percent difference in employment. The Commissioner said he had prepared and submitted a response to the *Deseret News*.

Planning. Regent Jordan suggested that one item for the next meeting agenda be the role of the Program Review Committee (PRC) and the role of the Regents regarding program review and approval. He asked that this topic be presented for a two-hour discussion involving the Commissioner, all Regents, all Presidents, the Chief Academic Officers (CAOs) and possibly Trustee Chairs. There is still much concern about the way this is handled. Commissioner Sederburg suggested that the Regents' priorities be set prior to this discussion.

#### Adjournment

Regent Motiwala moved that the Regents move into closed session to discuss personnel issues. Regent Morgan seconded the motion, which was adopted unanimously.

The Regents met in closed session and adjourned at 2:45 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved



December 1, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: SLCC – Sale of Two Parcels of the College's Miller Campus Property to Utah Transit Authority

Issue


Salt Lake Community College has received an offer from Utah Transit Authority (UTA) to purchase two parcels of SLCC's Miller Campus property. UTA seeks to construct new Front Runner rail-line on this property. As described in the attachment, the property needed by UTA (both parcels) was appraised using standard appraisal methods by Free and Associates, Inc.; both properties are located on the west edge of the Miller Campus. (See attachment for details and drawings.)

- Parcel 1 located at 9768 South 300 West
  - 5,816 sq feet (and a temporary easement of an additional 3,361 sq feet)
  - Appraised at \$84,700
- Parcel 2 located at 9424 South 300 West
  - 85,802 sq feet (1.97 acres)
  - Appraised at \$85,900

SLCC seeks approval of the sale of the described property.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the sale of the two land parcels to UTA.

  
William A. Sederburg, Commissioner

WAS/GLS/TC  
Attachment

November 17, 2008

Commissioner William A. Sederburg  
Utah System of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Dear Commissioner Sederburg:

Re: Utah Transit Authority Offer to Purchase Land at the Miller Campus for Front Runner Line Extension

Salt Lake Community College requests Board of Regents' approval to accept Utah Transit Authority's offers to purchase two parcels of the College's Miller Campus property.

The first offer is for a parcel located at 9768 South 300 West SAN-03 and 3B. The property being sought is located along the west edge of the Miller Campus along the existing rail line (see attached drawing). The property will be used for construction of the new Front Runner line. The portion of the property needed by UTA has been valued using standard appraisal methods by Free and Associates, Inc. The property in question consists of 5,816 square feet to be purchased and a temporary easement on an additional 3,361 square feet of land. The offer is for the appraised value of \$84,700.00.

The second offer is to purchase another parcel of the Miller Campus property located at 9424 South 300 West SAN-04 consisting of 85,802 square feet of land (1.97 acres). This property is also located along the west edge of the Miller Campus along the existing rail line (see attached drawing). It includes part of the wetlands where the College intends to build a jogging path for the campus. This property will also be used by UTA for construction of the new Front Runner rail line. This portion of the property needed by UTA has also been valued using standard appraisal methods by Free and Associates, Inc. The offer is for the appraised value of \$85,900.00.

The work done by the appraisers demonstrates that the offered price is consistent with like properties sold within the last two years. A factor to adjust the value as a result of the wetlands designation also seems appropriate for the second parcel. It is our opinion that the offering prices are adequate, especially taking into consideration the current condition of the real estate market.

Commissioner William A. Sederburg  
November 17, 2008  
Page Two

We request that this issue be placed on the agenda for the December meeting of the Board of Regents for review and approval. The Board of Trustees will consider this purchase at its December meeting. Please contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'DRK', with a long horizontal line extending to the right.

Dennis R. Klaus  
Vice President of Business Services

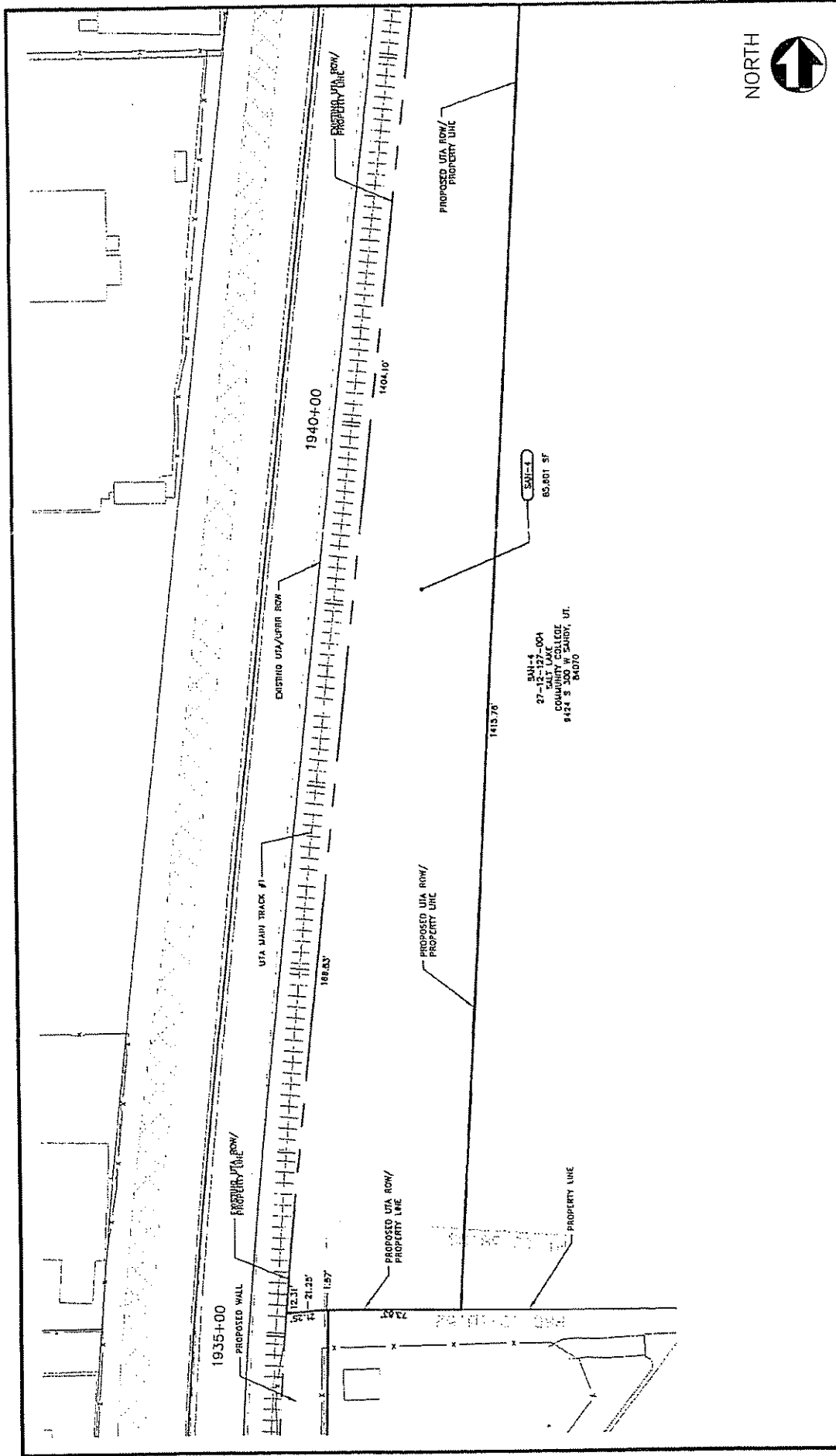
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Attachments

cs: Cynthia Bioteau  
Gregory Stauffer



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