

March 17, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Review of the 2009 Legislative General Session

The 2009 General Session of the Utah State Legislature concluded on March 12, 2009. It was a critical session for Utah higher education as the State of Utah faced a budget shortfall of one billion dollars with obvious implications to our institutions. A number of bills were also considered that could impact USHE for better or worse. The Commissioner and his staff, the Presidents and their staffs, Regents, Trustees, and allies from the business community all worked to make sure that higher education's voice was heard and priorities considered.

Weekly throughout the session, Associate Commissioner David Buhler provided a report of the issues and events important to the Utah System of Higher Education. Associate Commissioner Buhler's final report of the Session is attached. Also attached is a summary of the budgetary actions taken by the Legislature affecting higher education, prepared by Associate Commissioner Greg Stauffer and Assistant Commissioner Paul Morris.

At March 26 Board of Regents meeting, Commissioner Sederburg will make a presentation to the Board recapping the 2009 Legislative Session from the perspective of the Utah System of Higher Education and suggest ways the System might prepare for the 2010 Legislative Session

Recommendation

This is an information item only. No formal action required.

William A. Sederburg
Commissioner of Higher Education

WAS/DB
Attachments

***USHE Final Report on the
2009 Legislative General Session***
Prepared by David Buhler
Associate Commissioner for Public Affairs
March 18, 2009

2009 & 2010 Budgets. What a difference a year makes. Several years of record economic and revenue growth for the state of Utah not only came to a screeching halt but reversed with the state facing a \$1 billion shortfall. It was clear that the Utah System of Higher Education, after receiving an average budget increase the past five years of 6.5 percent, would face cuts—the only question was “how deep?”

Prior to the beginning of the general legislative session, Governor Huntsman called a Special Session to deal with the shortfall in the current fiscal year (2009), resulting in Higher Education budgets being reduced by 4 percent, or \$35.5 million. As the general session began, an additional on-going cut of 7.5 percent (now making the cut 11.5 percent total); however, one-time funds were appropriated to “backfill” so the net cut for fiscal year 2009 was 7.5 percent. Plans were made to reduce budgets an additional 7.5 percent for 2010, meaning a total cut of 19 percent from what had been appropriated a year earlier (4+7.5+7.5).

On college and university campuses across the state, Presidents and their executive teams began work to reallocate, reprioritize, and to downsize and even eliminate programs, in order to meet the new fiscal realities. The task of sizing operations to new budgets was made all the more challenging as Presidents juggled a surge in student enrollment this year not seen for several years.

As the session neared an end, Governor Huntsman and legislative leaders, aided by hundreds of millions of federal stimulus funds meant to prevent large cuts in education, agreed to a plan that lessened the immediate blow. And the Legislature provided flexibility to allow Presidents to make the best of difficult economic times. The net budget cut for fiscal year 2010, while deep and even historic, is less than expected earlier during the legislative session, at 9 percent. Even so, on-going base budgets have been cut more dramatically, setting the stage for an additional cut of 8 percent (17 percent total) for fiscal year 2011 unless the economy improves or other revenues are found to fill the gap.

Of note, permanent on-going funding of \$2 million was appropriated for the Regents’ Scholarship program (\$1.9 million of that shifted from UCOPE to be replaced by a 0.5 percent first-tier tuition increase for student financial aid at each institution, plus another \$135,000 in new on-going funding secured by Senator Lyle Hillyard.) Regents’ Scholarship and UCOPE combined also received \$500,000 in one-time funding. Changes were also made to the Board of Regents line items—collapsing eleven into five categories—to provide greater flexibility. The USHE-9 portion of the Jobs Now initiative was changed to Economic Development initiatives, with the UCAT portion going directly to UCAT. The Engineering Initiative also received \$2.25 million in one-time funding (with \$250,000 coming from Board of Regents’ non-lapsing balances). Concurrent Enrollment funding (which goes first to the State Board of Education) was cut by \$967,300 or about 10 percent.

Of course in a budget year such as this, new funding was not available for employee compensation or health insurance, new O&M, enrollment growth, utility rate increases, postage and other mandatory cost increases, etc. Each institution will have no choice but to absorb these increased costs for 2010. Detailed information on the appropriations and capital facilities is attached to this report.

Capital Facilities. Perhaps one of our greatest successes was in making the case for bonding for much needed capital facilities. The study conducted by Dr. James Woods of the Bureau of Business and Economic Research at the University of Utah at the request of the Commissioner's Office, demonstrated the positive economic impacts from bonding at this time. Dr. Wood made presentations and we shared his report with legislators. And each President made their case for why their proposed project was needed. In the end, the Legislature was receptive to bonding for higher education buildings, approving a general obligation bond of \$115 million—with \$104.5 million going for higher education projects (including \$40.6 million for two UCAT projects). This compares to \$83 million in 2008, and \$68 million in 2007.

The following Board of Regents ranked projects were approved:

SBR Priority	Institution/Project	Amount (millions)
1 (tied)	UU-Eccles School of Business	\$22.9
1 (tied)	SLCC-Digital Art & Design	\$21.3
3 (tied)	SUU-Gibson Science Center	\$13.9
3 (tied)	DSC-Centennial Commons-Design	\$3
4	UVU-Science/Health Science-Design	\$2.8

The Legislature also approved \$55.6 million for Capital Improvements, much of which will go for infrastructure on higher education campuses. Additionally, the Legislature authorized \$255.6 million in non-state funded capital projects on USHE campuses (\$245.3 million at the University of Utah plus the Universe Project, \$3.8 million at Utah State University's Uintah Basin Campus, \$4.5 million at Utah Valley University, and \$2 million at Southern Utah University).

Legislation. The Commissioner's staff and legislative liaisons of USHE institutions tracked, monitored, and, where appropriate, spoke out on numerous bills considered by the 2009 Legislature. Every legislative priority approved by the Board of Regents at their January meeting was approved, often with unanimous votes. Here is a summary of the key legislation tracked during the session.

Key Legislation of Interest to USHE--Passed

- **HB 15, Career and Technical Education,*** sponsored by Rep. Ron Bigelow, is the compromise bill that resulted from the 2008 interim task force study of issues related to Career and Technical Education and UCAT. Effective July 1, 2009, the bill merges the existing SLTATC with Salt Lake Community College, and provides for a stand-alone ATC in Tooele County. The UCAT Board will be given authority over presidential appointments and also over program approvals, and provisions are included strengthening language specifying UCAT's role as a non-credit provider of CTE. Also as of July 1,

Regents will no longer serve on campus boards of directors, and the number of Regents serving on the UCAT Board of Trustees will be reduced from two to one non-voting member. The number of UCAT Trustees appointed by the Governor will increase from one to five, and the Commissioner of Higher Education will serve as a voting member. The UCAT Board will appoint one of their members to serve as a non-voting member of the Board of Regents. Passed House 71-0, passed Senate 27-0.

- **HB 35(S3), Higher Education Contribution,*** by Rep. John Dougall, provides a mechanism to allow Utah taxpayers to send income tax refunds to their Utah Educational Savings Plan (UESP) account(s). Originally this bill included an income tax credit for a portion of tuition and fees. Since that had a fiscal impact of several million dollars and funding was not available, in the end the bill was amended to remove the tax credit portion. Passed House 69-0 (on concurrence) and Senate 24-0.
- **HB 100(S2), Dept. of Corrections—Tracking and Reimbursement of Individual Prisoner Costs,** by Rep. Carl Wimmer, transfers responsibility, revenue, and budget for post-secondary education of inmates from the Board of Regents to the Department of Corrections. Amendments in the House and in the Senate Education Committee require greater collaboration between the Department of Corrections and the Board of Regents, and added language to help ensure that funds will be used for prisoner post-secondary education, and protecting the role of community colleges in providing these services. Passed House 68-3, and Senate 22-7.
- **HB 105, Dept. of Agriculture Amendments,** by Rep. John Mathis, allows the Department to make higher education student loans from their revolving loan fund. Intent is to scholarship one or more veterinary students. Passed House 74-0, and Senate 27-0.
- **HB 287, Utah Education Network Amendments,** by Rep. Kory Holdaway, authorizes UEN to provide services to local governments as well as public and higher education. Passed House 70-0, and Senate 23-0.
- **HB 364, Border Student Amendments,*** by Rep. Don Ipson, provides new tools for presidents to grant waivers to students who live near Utah's borders, or are children of alumni. Passed House 71-0, and Senate 24-0.
- **HB 391, Budgetary Procedures Act Revisions,** by Rep. Ron Bigelow, makes a number of technical amendments. Of note, it requires institutions of higher education to report non-lapsing balances to the state Division of Finance by September 1 of each year. Passed House 69-0, and Senate 27-0.
- **HB 432, Higher Education Budget Authority Amendments,*** by Rep. Kory Holdaway, gives temporary authority to college and university presidents to shift funds between line-items in order to best respond to budget cuts. Similar authority was granted during the September 2008 Special Session, and in previous years when budgets were reduced. Passed House 70-0, and Senate 26-0.
- **HCR 4, University of Utah Championship Football Team Concurrent Resolution,** by Rep. Jim Bird, recognizes the University of Utah's team and coaching staff for their perfect season culminated by winning the Sugar Bowl. Passed House 66-0, and Senate 27-0.
- **SB 5, Revenue Bond and Capital Facilities Authorizations,*** by Sen. Wayne Niederhauser, authorizes \$255.6 million in non-state funded capital facility projects in the Utah System of Higher Education. Passed Senate 27-0, and House 65-7.

- **SB 18 (S1), Utah Transparency Advisory Board Amendments***, by Sen. Wayne Niederhauser, delays by one year the date the USHE institutions must comply in posting certain information on the Internet, and adds a higher education representative to the Transparency Board. Passed Senate (concurrence) 25-0, and House 59-11.
- **SB 81(S1), Concurrent Enrollment Amendments***, sponsored by Sen. Margaret Dayton, makes several improvements to the program including making classes that are typically taught in 9th or 10th grade ineligible for concurrent enrollment, and modifying how funds are distributed. (The Substitute Bill does not include a proposed honors program; neither bill authorized tuition from concurrent students.) A very similar bill, HB 271 by Rep. Kory Holdaway, was withdrawn by the sponsor once SB 81 had passed. Passed Senate 25-0 (21-2 on concurrence) and House 73-0.
- **SB 100, Financial and Economic Literacy Education Amendments***, sponsored by Sen. Pat Jones, requires public schools to provide parents of Kindergarten students information about the Utah Education Savings Plan (UESP) at the time of school registration. Passed Senate 26-0, and House 65-0.
- **SB 104, Higher Education Scholarship Program Amendments***, sponsored by Sen. Lyle Hillyard, makes technical changes to the Regents' and New Century Scholarship programs, and, effective with the high school class of 2011, changes the maximum award from 75% of tuition to \$5,000 for New Century and \$6,000 for Regents' Scholarship. Passed Senate 28-0 and House 73-0.
- **SB 105, Engineering and Computer Science Initiative Amendments***, sponsored by Sen. Lyle Hillyard, changes the existing loan program for engineering and computer science students to a scholarship program. Passed Senate 29-0, and House 72-0.
- **SB 201, General Obligation Bond Authorization Amendments***, sponsored by Sen. Wayne Niederhauser, authorizes \$115 million in general obligation bonds for capital projects, including \$104.5 million for USHE and UCAT projects. Passed Senate 27-0, and House 69-4.

Key Legislation of Interest to USHE--Failed

- **HB 207S1, Concurrent Enrollment Amendments***, by Rep. Kory Holdaway, would have modified the distribution of appropriations based on whether the instruction is by higher education institution or by a high school. (This provision mirrors part of SB 81.) Had passed House 69-0, but after an amendment was made to its companion bill, SB 81, Rep. Holdaway decided there was no longer a reason to continue to pursue it.
- **HB 208, Modification of Exemption from Nonresident Tuition**, by Rep. Richard Greenwood, would have added a requirement for eligible students who are not U.S. citizens or permanent residents to file an affidavit each semester promising not to be employed until their immigration status is normalized. Bill was defeated by the House, 34-40.
- **HB 238, Exemption of University Housing from Eviction Laws**, sponsored by Rep. Kory Holdaway, would have made it easier for higher education institutions to manage their housing by amending the Forcible Entry and Detainer chapter of the Judicial Code. Approved by the House 62-0, but failed in Senate Education Committee 2-4.
- **HB 354, Capital Project Amendments**, by Rep. Steve Clark, made a number of changes to the law regarding capital projects. When contacted by higher education, the Division

of Facilities Construction and Management and Rep. Clark agreed that the bill should be held to allow time for input from USHE during the 2009 interim.

For more information about specific bills, legislative membership, or committees, see the legislative website at <http://legislature.utah.gov>

Lessons Learned. As the Legislature began it certainly looked like it would be a very bleak year for the Utah System of Higher Education. And yet, with a united front of USHE Presidents and institutions, the Commissioner and his staff, Regents and Trustees, and advocates from the business community, we came through not only better than expected but with some significant victories. Victories include lessening the budget cuts for 2010, enactment of a number of key pieces of legislation, and bonding for several higher education buildings.

All this was accomplished thanks to the united effort of a number of key people, starting with Governor Huntsman and his staff who were key in budget negotiations in making sure that Higher Education's needs were considered and that we were treated fairly. A revitalized Higher Education Caucus, Co-Chaired by Representatives Kory Holdaway, Ronda Menlove, and Senators Steve Urquhart and Karen Morgan, provided a forum for issues to be discussed, understood, and for support to coalesce. Regent Bob Marquardt's efforts to form the "Friends of Utah Higher Education" provided support for the Higher Education Caucus, as well as made personal visits to key legislators. Commissioner Sederburg was active at crucial points in advocating Higher Education's agenda. Our Higher Education Co-Chairs, Senator John Valentine and Representative Kory Holdaway, provided significant advocacy and support, as did Executive Appropriations Co-Chair Senator Lyle Hillyard, and other members of Senate and House leadership. Legislative staff members, particularly the Fiscal Analyst for Higher Education, Spencer Pratt, and Dee Larsen and Allison Nicholson from the Office of Legislative Research and General Counsel, were always very professional and appropriately helpful. In sum, thanks to the united efforts of many people made what had the potential to be a very negative year one that saw a number of positive developments. With additional budget cuts looming on the horizon for 2011, we must redouble our efforts in working with the Legislature as we continue to operate in very challenging times.

* USHE had taken an official position in support; ** USHE had taken an official position in opposition.

Summary of Appropriations, 2009 General Session (Tax Funds Only)

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

(Includes Federal Stimulus Funding)

	<u>Appropriations</u>	<u>% Change from Base</u>
2008-09 Ongoing Operating Appropriations Base Budget	\$682,793,200	
Supplemental Adjustments ⁽¹⁾	(\$57,011,700)	-8.3%
Revised 2008-09 Appropriation (Base plus Supplementals)	\$625,781,500	
2009-10 Ongoing Adjustments		
Program Changes ⁽²⁾	(42,182,800)	-6.2%
Subtotal - Ongoing Adjustments	(\$42,182,800)	-6.2%
2009-10 One-time Adjustments		
Program Increases ⁽³⁾	60,888,400	8.9%
Subtotal - One-time Adjustments	\$60,888,400	8.9%
Total 2009-10 Adjustments	\$18,705,600	2.7%
2009-10 Appropriation (Base plus 2008-09 Adjustments)	\$701,498,800	

(1) Supplemental Adjustments

Special Session Budget Cut	(\$31,280,100)
House Bill 3 Budget Cut	(\$25,731,600)
Total Supplemental Adjustments	(\$57,011,700)

(2) Program Changes - Ongoing

SB 2	(45,657,900)
HB 3 Reallocation	(26,200)
ISF Rate Changes	670,800
Regents Scholarship	135,000
HB 15 CTE Amendments	2,245,500
Snow Nursing from GOED	118,300
O & M	1,520,900
Special Session Reallocation	63,400
Range Creek Security	118,100
SB 15 Worker's Comp	150,000
SB 3 & HB 100	(1,000,000)
Reorganization of SBR Lines	(21,700)
Transfer to UCAT	(499,000)
Total Program Changes - Ongoing	(\$42,182,800)

(3) Program Increases - One-Time

SB 2 Backfill	60,031,600
O & M	(1,822,400)
Snow Nursing from GOED	11,400
HB 15 CTE Amendments	142,800
Leavitt Center	25,000
Engineering	2,000,000
UCOPE	500,000
Total Program Increases - One-time	\$60,888,400

Utah System of Higher Education

Summary of Appropriations, 2009 General Session (Tax Funds Only) Utah Education Network and Medical Education Council

(Includes Federal Stimulus Funding)

	<u>Appropriations</u>	<u>% Change from Base</u>
2008-09 Ongoing Operating Appropriations Base Budget	\$19,306,300	
Supplemental Adjustments ⁽¹⁾	(\$928,000)	-4.8%
Revised 2008-09 Appropriation (Base plus Supplementals)	\$18,378,300	
2009-10 Ongoing Adjustments		
Program Increases ⁽²⁾	(1,716,800)	-8.9%
Subtotal - Ongoing Adjustments	(\$1,716,800)	-8.9%
2009-10 One-time Adjustments		
Program Increases ⁽³⁾	1,598,200	8.3%
Subtotal - One-time Adjustments	\$1,598,200	8.3%
Total 2009-10 Adjustments	(\$118,600)	-0.6%
2009-10 Appropriation (Base plus 2008-09 Adjustments)	\$19,187,700	

(1) Supplemental Adjustments

Special Session Budget Cut	(\$928,000)
House Bill 3 Budget Cut	(\$1,358,600)
Total Supplemental Adjustments	(\$928,000)

(3) Program Increases - One-Time

SB 2 Backfill	1,598,200
Total Program Increases - One-time	\$1,598,200

(2) Program Changes - Ongoing

SB 2	(1,714,200)
ISF Rate Changes	(2,600)
Total Program Increases - Ongoing	(\$1,716,800)

Legislative Action on Capital Development for 2009-10

STATE-FUNDED CAPITAL IMPROVEMENTS

\$55,662,500

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

STATE-FUNDED PROJECTS

	Project	Phase	Legislative Action			Future State O&M
			Cash	GO Bond	Cumulative	
SB201	SLCC Digital Design/Communication Tech Center			\$21,305,000	\$21,305,000	\$141,400
SB201	MATC North Utah County Campus Building			\$18,800,000	\$40,105,000	\$513,800
SB201	UU School of Business Replacement/Expansion			\$22,900,000	\$63,005,000	\$1,055,100
SB201	OWATC Health Technology Building			\$21,812,000	\$84,817,000	\$445,300
SB201	SUU Gibson Science Center			\$13,851,000	\$98,668,000	\$324,400
SB201	DSC Centennial Commons Building - DESIGN			\$3,000,000	\$101,668,000	DESIGN
SB201	UVU Science/Health Science Building - DESIGN			\$2,800,000	\$104,468,000	DESIGN
TOTAL LEGISLATIVE ACTION -- STATE-FUNDED PROJECTS			\$0	\$104,468,000	\$104,468,000	

OTHER FUNDS PROJECTS

	Project	Funding Source	Legislative Action	
			Project Approval	State O&M Approved ⁽¹⁾
HB 5	UU - Eccles School of Business Building	Donations	\$64,445,000	pending
HB 5	UU - Kennecott Building	Donations	\$8,689,000	pending
HB 5	UU - Sorenson Arts & Education Center	Donations	\$30,737,000	pending
HB 5	UU - Meldrum Civil Engineering Building	Donations	\$4,477,500	pending
HB 5	UU - Universe Project ⁽²⁾	Developer	TBD ⁽²⁾	pending
HB 5	UU - South Campus Project	Revenue Bond	\$48,000,000	n/a
HB 5	UU - USTAR Green Field Project	Revenue Bond	\$44,000,000	n/a
HB 5	UU - University Neuropsychiatric Institute (UNI)	Revenue Bond	\$45,000,000	n/a
HB 5	USU - Vernal Entrepreneurship & Energy Research	Revenue Bond	\$3,800,000	n/a
HB 5	UVU - Business Resource Center	UVU & Grants	\$2,650,000	pending
HB 5	UVU - Track & Field Facility	Donations & UVU	\$1,200,000	pending
HB 5	UVU - Intramural Playing Fields	UVU	\$600,000	pending
HB 5	SUU - Baseball & Soccer Complex Upgrade	Donations	\$2,000,000	n/a
TOTAL LEGISLATIVE ACTION -- OTHER FUNDS PROJECTS				

(1) Other Funded Projects state funded O&M approval postponed until "facility meets approved academic and training purposes under Board of Regents policy R710."

(2) Before entering into a contract with the developer the UU shall: a) present the final contract terms to the Legislature's Executive Appropriations Committee and b) obtain approval of the State Building Board.

2009-10 Tax Fund Appropriations by Institution

(Includes Federal Stimulus Funding)

(a)	(b)		(c)		(d)		(e)
2009-10 Adjusted Base Budget	2009-10 Ongoing Increases		2009-10 One-time Increases		2009-10 Total Increases		2009-10 Operating Budget
Amount	Amount	% Change	Amount	% Change	Amount	% Change	Amount

2 & 4 Year Institutions

University of Utah	\$235,921,200	(\$14,439,300)	-6.1%	\$18,756,300	8.0%	\$4,317,000	1.8%	\$240,238,200
Utah State University	144,826,600	(9,642,100)	-6.7%	12,915,300	8.9%	3,273,200	2.3%	148,099,800
Weber State University	64,464,300	(4,322,500)	-6.7%	5,740,200	8.9%	1,417,700	2.2%	65,882,000
Southern Utah University	30,592,100	(1,727,500)	-5.6%	2,429,500	7.9%	702,000	2.3%	31,294,100
Snow College	20,264,500	(1,233,300)	-6.1%	1,466,100	7.2%	232,800	1.1%	20,497,300
Dixie State College	21,281,800	(1,413,100)	-6.6%	1,885,000	8.9%	471,900	2.2%	21,753,700
College of Eastern Utah	16,393,000	(1,111,200)	-6.8%	1,536,800	9.4%	425,600	2.6%	16,818,600
Utah Valley State College	61,066,900	(4,081,400)	-6.7%	5,444,100	8.9%	1,362,700	2.2%	62,429,600
Salt Lake Community College	62,809,800	(2,131,600)	-3.4%	5,606,200	8.9%	3,474,600	5.5%	66,284,400
SBR Statewide Programs ⁽¹⁾	25,173,000	(2,080,800)	-8.3%	5,108,900	20.3%	3,028,100	12.0%	28,201,100
Subtotal - 2 & 4 year	\$682,793,200	(\$42,182,800)	-6.2%	\$60,888,400	8.9%	\$18,705,600	2.7%	\$701,498,800

Notes:

(1) Includes Administrative Budget

Other

UEN	\$18,683,300	(\$1,674,800)	-9.0%	\$1,540,700	8.2%	(\$134,100)	-0.7%	\$18,549,200
MEC	623,000	(42,000)	-6.7%	57,500	9.2%	15,500	2.5%	638,500
Subtotal - Other	\$19,306,300	(\$1,716,800)	-8.9%	\$1,598,200	8.3%	(\$118,600)	-0.6%	\$19,187,700
TOTAL	\$702,099,500	(\$43,899,600)	(\$0)	\$62,486,600	\$0	\$18,587,000	\$0	\$720,686,500

2009-10 Appropriations Detail (including 2008-09 Supplementals)

March 9, 2009

Utah System of Higher Education Total

	USHE and UEN/MEC TOTAL	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State College	College of Eastern Utah	Utah Valley State College	Salt Lake Community College	SBR/ Statewide Programs	UEN & Med. Ed. Council
2008-09 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)													
Total Expenditures	1,201,046,300	1,165,245,100	408,109,000	238,435,200	115,401,700	53,856,800	27,519,900	33,796,000	21,230,300	123,328,900	110,538,900	33,028,400	35,801,200
Tax Fund Expenditures	790,828,500	767,645,100	263,507,700	162,355,500	72,186,500	34,301,200	22,238,000	23,738,000	19,081,300	68,441,000	70,446,200	31,349,700	23,183,400
General Fund	295,004,500	294,041,900	121,570,100	109,103,600	3,311,000	2,516,400	2,832,800	3,707,300	4,230,300	21,108,000	9,291,900	16,370,500	962,600
Education Fund	479,236,900	473,603,200	141,937,600	53,251,900	68,875,500	31,784,800	19,405,200	20,030,700	14,851,000	47,333,000	61,154,300	14,979,200	5,633,700
Uniform School Fund	16,587,100	0	0	0	0	0	0	0	0	0	0	0	16,587,100
Dedicated Credits	390,490,900	380,922,500	135,324,400	69,982,200	43,215,200	19,555,600	5,281,900	10,058,000	2,149,000	54,887,900	40,092,700	375,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,966,800	2,441,800	992,400	449,400	0	0	0	0	0	0	0	1,000,000	525,000

2008-09 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)

Total Expenditures	(37,601,500)	(36,951,600)	(11,516,400)	(10,069,600)	(3,861,200)	(708,500)	(1,213,400)	(1,515,500)	(919,200)	(1,505,400)	(4,229,200)	(1,413,200)	(649,900)
Tax Fund Expenditures	(57,998,300)	(56,111,700)	(19,710,400)	(12,144,000)	(5,399,400)	(2,565,700)	(1,663,400)	(1,775,400)	(1,427,200)	(5,119,400)	(5,269,200)	(1,037,600)	(1,886,600)
Adjustments													
Base Budget Tuition Adjustment	9,375,100	9,375,100	8,194,000	(1,500,000)	100,200	134,100	400,000	259,900	508,000	898,900	380,000	0	0
Unallocated 1st-tier Tuition	3,402,300	3,402,300	0	606,000	591,400	269,900	50,000	0	0	1,225,000	660,000	0	0
2nd-tier Tuition	4,570,700	4,570,700	0	1,569,000	846,600	665,000	0	0	0	1,490,100	0	0	0
Enrollment Growth	787,200	787,200	0	0	0	788,200	0	0	0	0	0	(1,000)	0
Water Research Lab	953,600	953,600	0	953,600	0	0	0	0	0	0	0	0	0
Other	1,045,800	1,045,800	0	1,045,800	0	0	0	0	0	0	0	0	0
Other	1,562,100	(74,600)	0	(600,000)	0	0	0	0	0	0	0	525,400	1,636,700
SB 2001	(32,208,100)	(31,280,100)	(10,540,400)	(6,494,100)	(2,887,300)	(1,372,000)	(889,600)	(949,300)	(763,200)	(2,737,700)	(2,817,700)	(1,828,800)	(928,000)
HB 3	(55,529,200)	(53,460,100)	(18,340,100)	(11,299,900)	(5,024,200)	(2,387,400)	(1,547,700)	(1,652,200)	(1,328,100)	(4,763,400)	(4,903,000)	(2,214,100)	(2,069,100)
HB 3 One-time Backfill	28,439,000	27,728,500	9,170,100	5,650,000	2,512,100	1,193,700	773,900	826,100	664,100	2,381,700	2,451,500	2,105,300	710,500
Financing													
General Fund	165,052,400	165,141,900	52,081,600	9,486,000	59,867,600	(100,500)	(113,300)	(974,200)	(169,200)	(3,226,100)	49,628,400	(1,338,400)	(89,500)
Education Fund	(221,500,900)	(221,253,600)	(71,792,000)	(21,630,000)	(65,267,000)	(2,465,200)	(1,550,100)	(801,200)	(1,258,000)	(1,893,300)	(54,897,600)	300,800	(247,300)
Uniform School Fund	(1,549,800)	0	0	0	0	0	0	0	0	0	0	0	(1,549,800)
Dedicated Credits	19,736,200	18,380,100	8,194,000	1,294,400	1,538,200	1,857,200	450,000	259,900	508,000	3,614,000	1,040,000	(375,600)	1,356,100
Federal Funds	(674,400)	0	0	0	0	0	0	0	0	0	0	0	(674,400)
Trust Funds/Other	1,335,000	780,000	0	780,000	0	0	0	0	0	0	0	0	555,000

2008-09 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS

Total Expenditures	1,163,444,800	1,128,293,500	396,592,600	228,365,600	111,540,500	53,148,300	26,306,500	32,280,500	20,311,100	121,823,500	106,309,700	31,615,200	35,151,300
Tax Fund Expenditures	732,830,200	711,533,400	243,797,300	150,211,500	66,787,100	31,735,500	20,574,600	21,962,600	17,654,100	63,321,600	65,177,000	30,312,100	21,296,800
General Fund	460,056,900	459,183,800	173,651,700	118,589,600	63,178,600	2,415,900	2,719,500	2,733,100	4,061,100	17,881,900	58,920,300	15,032,100	873,100
Education Fund	257,736,000	252,349,600	70,145,600	31,621,900	3,608,500	29,319,600	17,855,100	19,229,500	13,593,000	45,439,700	6,256,700	15,280,000	5,386,400
Uniform School Fund	15,037,300	0	0	0	0	0	0	0	0	0	0	0	15,037,300
Dedicated Credits	410,227,100	399,302,600	143,518,400	71,276,600	44,753,400	21,412,800	5,731,900	10,317,900	2,657,000	58,501,900	41,132,700	0	10,924,500
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,055,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	1,850,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	4,301,800	3,221,800	992,400	1,229,400	0	0	0	0	0	0	0	1,000,000	1,080,000
Tax Funds % Change from Ongoing Base	-8.3%	-8.2%	-8.4%	-8.4%	-8.4%	-8.4%	-8.2%	-8.3%	-8.7%	-8.4%	-8.4%	-4.1%	-9.8%

Back out 2008-09 One-time Appropriations from Base

Total Expenditures	(30,730,700)	(28,740,200)	(7,876,100)	(5,384,900)	(2,322,800)	(1,143,400)	(310,100)	(680,800)	(1,261,100)	(2,254,700)	(2,367,200)	(5,139,100)	(1,990,500)
General Fund	(96,686,600)	(96,679,200)	33,198,700	(15,150,000)	(60,000,000)	0	0	(826,100)	(600,000)	(2,381,700)	(50,000,000)	(920,100)	(7,400)
Education Fund	67,419,800	67,939,000	(41,074,800)	9,765,100	57,677,200	(1,143,400)	(310,100)	145,300	(661,100)	127,000	47,632,800	(4,219,000)	(519,200)
Uniform School Fund	(1,463,900)	0	0	0	0	0	0	0	0	0	0	0	(1,463,900)

2009-10 Appropriations Detail (including 2008-09 Supplementals)

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Utah System of Higher Education Total

	USHE and UEN/MEC TOTAL	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State College	College of Eastern Utah	Utah Valley State College	Salt Lake Community College	SBR/Statewide Programs	UEN & Med. Ed. Council
2009-10 Beginning Base Budget (2008-09 Appropriated less 2008-09 One-time)													
Total Expenditures	1,132,714,100	1,099,553,300	388,716,500	222,980,700	109,217,700	52,004,900	25,996,400	31,599,700	19,050,000	119,568,800	103,942,500	26,476,100	33,160,800
Tax Fund Expenditures	702,099,500	682,793,200	235,921,200	144,826,600	64,464,300	30,592,100	20,264,500	21,281,800	16,393,000	61,066,900	62,809,800	25,173,000	19,306,300
General Fund	363,370,300	362,504,600	206,850,400	103,439,600	3,178,600	2,415,900	2,719,500	1,907,000	3,461,100	15,500,200	8,920,300	14,112,000	865,700
Education Fund	325,155,800	320,288,600	29,070,800	41,387,000	61,285,700	28,176,200	17,545,000	19,374,800	12,931,900	45,566,700	53,889,500	11,061,000	4,867,200
Uniform School Fund	13,573,400	0	0	0	0	0	0	0	0	0	0	0	13,573,400
Dedicated Credits	410,227,100	399,302,600	143,518,400	71,276,600	44,753,400	21,412,800	5,731,900	10,317,900	2,657,000	58,501,900	41,132,700	0	10,924,500
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,055,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	1,850,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	4,301,800	3,221,800	992,400	1,229,400	0	0	0	0	0	0	0	1,000,000	1,080,000

2009-10 Ongoing Base Corrections, Transfers, and Adjustments

Total Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0
Tax Fund Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0
Adjustments	0	0	0	0	0	0	0	0	0	0	0	0	0
Financing													

2009-10 Adjusted Beginning Base Budget

Total Expenditures	1,132,714,100	1,099,553,300	388,716,500	222,980,700	109,217,700	52,004,900	25,996,400	31,599,700	19,050,000	119,568,800	103,942,500	26,476,100	33,160,800
Tax Fund Expenditures	702,099,500	682,793,200	235,921,200	144,826,600	64,464,300	30,592,100	20,264,500	21,281,800	16,393,000	61,066,900	62,809,800	25,173,000	19,306,300
General Fund	363,370,300	362,504,600	206,850,400	103,439,600	3,178,600	2,415,900	2,719,500	1,907,000	3,461,100	15,500,200	8,920,300	14,112,000	865,700
Education Fund	325,155,800	320,288,600	29,070,800	41,387,000	61,285,700	28,176,200	17,545,000	19,374,800	12,931,900	45,566,700	53,889,500	11,061,000	4,867,200
Uniform School Fund	13,573,400	0	0	0	0	0	0	0	0	0	0	0	13,573,400
Dedicated Credits	410,227,100	399,302,600	143,518,400	71,276,600	44,753,400	21,412,800	5,731,900	10,317,900	2,657,000	58,501,900	41,132,700	0	10,924,500
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,055,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	1,850,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	4,301,800	3,221,800	992,400	1,229,400	0	0	0	0	0	0	0	1,000,000	1,080,000

2009-10 Appropriations Detail (including 2008-09 Supplementals)

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Utah System of Higher Education Total

2009-10 Ongoing Increases

	USHE and UEN/MEC TOTAL	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State College	College of Eastern Utah	Utah Valley State College	Salt Lake Community College	SBR/Statewide Programs	UEN & Med. Ed. Council
Other Ongoing Increases Expenditures	(43,672,100)	(41,955,300)	(14,199,900)	(9,568,200)	(4,314,500)	(1,723,300)	(1,230,300)	(1,407,200)	(593,100)	(4,059,700)	(1,778,400)	(3,080,700)	(1,716,800)
Ongoing Increases													
SB 2	(47,144,600)	(45,430,400)	(15,888,100)	(9,681,100)	(4,342,500)	(2,061,100)	(1,362,100)	(1,440,500)	(590,600)	(4,114,100)	(4,231,800)	(1,718,500)	(1,714,200)
HB 3 Reallocation	(26,200)	(26,200)	0	0	0	0	0	11,800	0	0	0	(38,000)	0
ISF Rate Changes	668,200	670,800	365,000	112,900	28,000	13,400	13,500	17,800	(2,500)	54,400	66,500	1,800	(2,600)
Regents Scholarship	135,000	135,000	0	0	0	0	0	0	0	0	0	135,000	0
HB 15 CTE Amendments	2,245,500	2,245,500	0	0	0	0	0	0	0	0	2,245,500	0	0
Snow Nursing from GOED	118,300	118,300	0	0	0	0	118,300	0	0	0	0	0	0
O & M	1,520,900	1,520,900	1,055,100	0	0	324,400	0	0	0	0	141,400	0	0
Special Session Reallocation	63,400	63,400	0	0	0	0	0	3,700	0	0	0	59,700	0
Range Creek Security	118,100	118,100	118,100	0	0	0	0	0	0	0	0	0	0
SB 15 Worker's Comp	150,000	150,000	150,000	0	0	0	0	0	0	0	0	0	0
SB 3 & HB 100	(1,000,000)	(1,000,000)	0	0	0	0	0	0	0	0	0	(1,000,000)	0
Reorganization of SBR Lines	(21,700)	(21,700)	0	0	0	0	0	0	0	0	0	(21,700)	0
Transfer to UCAT	(499,000)	(499,000)	0	0	0	0	0	0	0	0	0	(499,000)	0
Financing													
General Fund	(9,616,500)	(9,551,300)	(11,522,100)	(1,931,500)	10,016,900	332,600	127,700	(1,415,200)	(1,110,800)	(4,086,900)	1,008,600	(970,600)	(65,200)
Education Fund	(32,907,600)	(32,631,500)	(2,917,200)	(7,710,600)	(14,339,400)	(2,060,100)	(1,361,000)	2,100	(400)	5,500	(3,140,200)	(1,110,200)	(276,100)
Uniform School Fund	(975,500)	0	0	0	0	0	0	0	0	0	0	0	(975,500)
Dedicated Credits	1,077,500	1,077,500	89,400	73,900	8,000	4,200	3,000	5,900	518,100	21,700	353,200	100	0
Federal Funds	(400,000)	0	0	0	0	0	0	0	0	0	0	0	(400,000)
Trust Funds/Other	(850,000)	(850,000)	150,000	0	0	0	0	0	0	0	0	(1,000,000)	0

2009-10 Appropriations Detail (including 2008-09 Supplementals)

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Utah System of Higher Education Total

	USHE and UEN/MEC TOTAL	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State College	College of Eastern Utah	Utah Valley State College	Salt Lake Community College	SBR/Statewide Programs	UEN & Med. Ed. Council
2009-10 Ongoing Appropriated Adjustments, Reductions, and Increases													
Total Expenditures	(43,672,100)	(41,955,300)	(14,199,900)	(9,568,200)	(4,314,500)	(1,723,300)	(1,230,300)	(1,407,200)	(593,100)	(4,059,700)	(1,778,400)	(3,080,700)	(1,716,800)
Tax Fund Expenditures	(43,499,600)	(42,182,800)	(14,439,300)	(9,642,100)	(4,322,500)	(1,727,500)	(1,233,300)	(1,413,100)	(1,111,200)	(4,081,400)	(2,131,600)	(2,080,800)	(1,316,800)
General Fund	(9,616,500)	(9,551,300)	(11,522,100)	(1,931,500)	10,016,900	332,600	127,700	(1,415,200)	(1,110,800)	(4,086,900)	1,008,600	(970,600)	(65,200)
Education Fund	(32,907,600)	(32,631,500)	(2,917,200)	(7,710,600)	(14,339,400)	(2,060,100)	(1,361,000)	2,100	(400)	5,500	(3,140,200)	(1,110,200)	(276,100)
Uniform School Fund	(975,500)	0	0	0	0	0	0	0	0	0	0	0	(975,500)
Dedicated Credits	1,077,500	1,077,500	89,400	73,900	8,000	4,200	3,000	5,900	518,100	21,700	353,200	100	0
Trust Funds/Other	(850,000)	(850,000)	150,000	0	0	0	0	0	0	0	0	(1,000,000)	0

2009-10 Ongoing Appropriated Budget

Total Expenditures	1,089,042,000	1,057,598,000	374,516,600	213,412,500	104,903,200	50,281,600	24,766,100	30,192,500	18,456,900	115,509,100	102,164,100	23,395,400	31,444,000
Tax Fund Expenditures	658,599,900	640,610,400	221,481,900	135,184,500	60,141,800	28,864,600	19,031,200	19,868,700	15,281,800	56,985,500	60,678,200	23,092,200	17,989,500
General Fund	353,753,800	352,953,300	195,328,300	101,508,100	13,195,500	2,748,500	2,847,200	491,800	2,350,300	11,413,300	9,928,900	13,141,400	800,500
Education Fund	292,248,200	287,657,100	26,153,600	33,676,400	46,946,300	26,116,100	16,184,000	19,376,900	12,931,500	45,572,200	50,749,300	9,950,800	4,591,100
Uniform School Fund	12,597,900	0	0	0	0	0	0	0	0	0	0	0	12,597,900
Dedicated Credits	411,304,600	400,380,100	143,607,800	71,350,500	44,761,400	21,417,000	5,734,900	10,323,800	3,175,100	58,523,600	41,485,900	100	10,924,500
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	5,655,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	1,450,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	3,451,800	2,371,800	1,142,400	1,229,400	0	0	0	0	0	0	0	0	1,080,000
Ongoing Tax Funds % Change from Adj. Beg. Base	-6.2%	-6.2%	-6.1%	-6.7%	-6.7%	-5.6%	-6.1%	-6.6%	-6.8%	-6.7%	-3.4%	-8.3%	-6.8%

One-time Increases Total Expenditures	62,486,600	60,888,400	18,756,300	12,915,300	5,740,200	2,429,500	1,466,100	1,885,000	1,536,800	5,444,100	5,606,200	5,108,900	1,598,200
Tax Fund Expenditures	(10,915,200)	(12,513,400)	(3,030,000)	(462,300)	(213,900)	(396,300)	(402,900)	(80,100)	18,400	(10,577,100)	(478,100)	3,108,900	1,598,200
SB 2 Backfill	61,629,800	60,031,600	19,811,400	12,915,300	5,740,200	2,728,900	1,756,200	1,885,000	1,536,800	5,444,100	5,604,800	2,608,900	1,598,200
O & M	(1,822,400)	(1,822,400)	(1,055,100)	0	0	(324,400)	(301,500)	0	0	0	(141,400)	0	0
Snow Nursing from GOED	11,400	11,400	0	0	0	0	11,400	0	0	0	0	0	0
HB 15 CTE Amendments	142,800	142,800	0	0	0	0	0	0	0	0	142,800	0	0
Leavitt Center	25,000	25,000	0	0	0	25,000	0	0	0	0	0	0	0
Engineering	2,000,000	2,000,000	0	0	0	0	0	0	0	0	0	2,000,000	0
Other	500,000	500,000	0	0	0	0	0	0	0	0	0	500,000	0
Financing													
General Fund	64,884,600	64,797,000	(1,905,000)	2,537,700	45,740,200	2,429,500	1,767,600	1,885,000	1,536,800	3,044,100	5,606,200	2,154,900	87,600
Education Fund	(76,982,900)	(77,310,400)	(1,125,000)	(3,000,000)	(45,954,100)	(2,825,800)	(2,170,500)	(1,965,100)	(1,518,400)	(13,621,200)	(6,084,300)	954,000	327,500
Uniform School Fund	1,183,100	0	0	0	0	0	0	0	0	0	0	0	1,183,100
Federal Funds	73,401,800	73,401,800	21,786,300	13,377,600	5,954,100	2,825,800	1,869,000	1,965,100	1,518,400	16,021,200	6,084,300	2,000,000	0

2009-10 Appropriations Detail (including 2008-09 Supplementals)

March 9, 2009

Utah System of Higher Education Total

2009-10 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

	USHE and UEN/MEC TOTAL	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State College	College of Eastern Utah	Utah Valley State College	Salt Lake Community College	SBR/Statewide Programs	UEN & Med. Ed. Council
Total Expenditures	1,151,528,600	1,118,486,400	393,272,900	226,327,800	110,643,400	52,711,100	26,232,200	32,077,500	19,993,700	120,953,200	107,770,300	28,504,300	33,042,200
Tax Fund Expenditures	647,684,700	628,097,000	218,451,900	134,722,200	59,927,900	28,468,300	18,628,300	19,788,600	15,300,200	46,408,400	60,200,100	26,201,100	19,587,700
General Fund	418,638,400	417,750,300	193,423,300	104,045,800	58,935,700	5,178,000	4,614,800	2,376,800	3,887,100	14,457,400	15,535,100	15,296,300	888,100
Education Fund	215,265,300	210,346,700	25,028,600	30,676,400	992,200	23,290,300	14,013,500	17,411,800	11,413,100	31,951,000	44,665,000	10,904,800	4,918,600
Uniform School Fund	13,781,000	0	0	0	0	0	0	0	0	0	0	0	13,781,000
Dedicated Credits	411,304,600	400,380,100	143,607,800	71,350,500	44,761,400	21,417,000	5,734,900	10,323,800	3,175,100	58,523,600	41,485,900	100	10,924,500
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	79,057,200	77,607,200	21,786,300	17,279,900	5,954,100	2,825,800	1,869,000	1,965,100	1,518,400	16,021,200	6,084,300	2,303,100	1,450,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	3,451,800	2,371,800	1,142,400	1,229,400	0	0	0	0	0	0	0	0	1,080,000
Total Tax Funds % Change from Adj. Beg. Base	-7.8%	-8.0%	-7.4%	-7.0%	-7.0%	-6.9%	-8.1%	-7.0%	-6.7%	-24.0%	-4.2%	4.1%	1.5%

2009-10 Post 2008 General Session Adjustments (Work Program Revisions and Special Session Reductions)

Total Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0
Tax Fund Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0
Adjustments													
Financing													

2009-10 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS)

Total Expenditures	1,151,528,600	1,118,486,400	393,272,900	226,327,800	110,643,400	52,711,100	26,232,200	32,077,500	19,993,700	120,953,200	107,770,300	28,504,300	33,042,200
Tax Fund Expenditures	647,684,700	628,097,000	218,451,900	134,722,200	59,927,900	28,468,300	18,628,300	19,788,600	15,300,200	46,408,400	60,200,100	26,201,100	19,587,700
General Fund	418,638,400	417,750,300	193,423,300	104,045,800	58,935,700	5,178,000	4,614,800	2,376,800	3,887,100	14,457,400	15,535,100	15,296,300	888,100
Education Fund	215,265,300	210,346,700	25,028,600	30,676,400	992,200	23,290,300	14,013,500	17,411,800	11,413,100	31,951,000	44,665,000	10,904,800	4,918,600
Uniform School Fund	13,781,000	0	0	0	0	0	0	0	0	0	0	0	13,781,000
Dedicated Credits	411,304,600	400,380,100	143,607,800	71,350,500	44,761,400	21,417,000	5,734,900	10,323,800	3,175,100	58,523,600	41,485,900	100	10,924,500
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	79,057,200	77,607,200	21,786,300	17,279,900	5,954,100	2,825,800	1,869,000	1,965,100	1,518,400	16,021,200	6,084,300	2,303,100	1,450,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	3,451,800	2,371,800	1,142,400	1,229,400	0	0	0	0	0	0	0	0	1,080,000

March 26, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Strategic Planning Meeting

Issue

The Utah System of Higher Education (USHE) and the State Board of Regents (SBR) need to identify strategic goals to focus resources, help shape the structure of the board meetings and committees, and finalize a strategic and operational plan for the future.

Background

In the September 2008 meeting of the Utah State Board of Regents, the Regents determined that the Board's operational focus should be more strategic in purpose and action. In the board meetings since then, the Regents have engaged in a series of discussions to determine the strategic directions of the Board. In the January 2009 meeting the Regents brainstormed a list of strategic issues for the Board to focus on, which Regent Morgan, Regent Zenger, Commissioner Sederburg and staff have organized into three general strategic issues: participation, completion, and economic development.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents adopt the strategic goals and objectives as outlined in "The Future of Higher Education in Utah: Strategic Issues for 2015 and Beyond" document, which will help shape the strategic and operational plans for the Board of Regents and the Office of the Commissioner for Higher Education.

William A. Sederburg
Commissioner of Higher Education

WAS:csm

The Future of Higher Education in Utah

Strategic Issues for 2015 and Beyond

In the September 2008 meeting of the Utah State Board of Regents, the Regents determined that the Board's operational focus should be more strategic in purpose and action. In the board meetings since then, the Regents have engaged in a series of discussions to determine the strategic directions of the Board. In the January 2009 meeting the Regents brainstormed a list of strategic issues for the Board to focus on, which Regent Morgan, Regent Zenger, Commissioner Sederburg and staff have organized into three general strategic issues: participation, completion, and economic development. The following takes each issue and states it as a strategic goal with suggested objectives.

Strategic Goal #1: Increase higher education participation rates for all Utahans.

The total participation rate of Utahans enrolled in a college or university (including USHE and private/for-profit institutions) dropped from 35% in 2004 to 34% in 2008.¹ Over a decade ago in 1994, the total participation rate of Utahans ages 18-24 enrolled in a college or university was 41%.² Interestingly, since the year 2000 the market share of the nine USHE institutions in the total participation rate of Utahans ages 18-24 enrolled in a college or university has remained relatively constant at or around 21%.

What does this mean? It means that as a state the participation rate of Utahans enrolled in a college or university is declining, which directly impacts the sustainability of Utah's economy and quality of life (e.g., the annual income for Utahans who do not complete a postsecondary program will only earn on average \$32,200 per year³). Additionally, it means that USHE institutions have increased in their higher education market share, but only because the total participating population has decreased.

It is recommended that the Board of Regents and the Commissioner for Higher Education act to support efforts to increase the participation of all Utahans ages 18-24 enrolled—specifically at USHE institutions—with the overall goal to increase the total participation rate of Utahans enrolled at a college or university.

Objectives

- a. Increase the enrollment of 18-24 year-old Utahans attending USHE institutions to increase the state participation rate to 44% by the year 2025 (44% is the average of the top five state participation rates according to the 2008 Measuring Up report).
- b. Increase the participation rate of underrepresented populations at USHE institutions, increasing all population segments to system targeted levels; such as removing the 11% gap between the total USHE participation rate and the USHE Latino/a participation rate by the year 2025.
- c. Improve access through student financial aid and scholarship programs by increasing student needs-based grant aid allocations by \$24 million by the year 2025, which is a \$1.5 million increase per year (Nationally, Utah currently ranks 45th in total grant dollars allocated per 18-24 year old resident⁴).

¹ Measuring Up 2004 and 2008 (www.highereducation.org)

² Ibid.

³ US Census Bureau, 2006, PINC-03.

⁴ July 2006 Population Estimates from the U.S. Census Bureau

Strategic Goal #2: Increase degree completions for those enrolling in higher education.

The overall number of certificates/associate, baccalaureate, and graduate degrees awarded has stayed relatively flat for the past five years.⁵ Currently, the USHE average graduation rate for males is 45% and 48% for female—less than 50% of USHE students are completing their higher education training or degree program within a 150% of their program's typical length. Two major variables impact the number of degrees awarded. The first is the increase of the student population enrolled; thus, the importance of Strategic Goal #1 to increase the enrollments of Utahans participating in higher education. The second is the ability to retain students through the completion of a recognized USHE training or degree program.

Student retention rates are currently tracked at the institution level and for the most part measure entering freshman enrollment from the fall of one year to the fall of the next. Additionally, if a student transfers to another Utah institution (public or private), the institution from which the student is transferring shows the transfer as a net loss of one student. However from a system-network perspective the transferring student should still be counted as retained.

It is recommended that the Board of Regents and the Commissioner for Higher Education act to expand the tracking of students across institutions—from a system-network perspective—through the completion of their identified training or degree program (not just freshman fall to fall, but through their entire academic career). Given the unique nature of the Utah 18-24 year old population, it is further recommended that the tracking of this population be expanded from a national standard six-year timeframe to an eight year cycle.

Objectives

- a. Establish system tracking protocols and feedback reports on an eight-year cycle that also account for retention from a system-network perspective.
- b. Support and encourage institutions to improve their retention rates and thereby improve the USHE graduation rate (male and female of all populations) to at least 55% in the year 2015 and 75% by the year 2025.
- c. Improve access through student financial aid and scholarship programs by increasing student needs-based grant aid allocations by \$24 million by the year 2025, which is a \$1.5 million increase per year (Nationally, Utah currently ranks 45th in total grant dollars allocated per 18-24 year old resident⁶).

Strategic Goal #3: Substantially enhance Utah's colleges and universities as engines of state economic development.

Higher education plays a crucial role in sustaining and encouraging a diverse state economy through innovation and by producing a talent-force to meet the needs of industry. To maximize this role, USHE must utilize all of its relevant higher education assets to optimally serve the economic needs of each region of the state and its associated industry clusters.

An initiative was launched and convened by Governor Huntsman in December 2008 under the title of "Utah Business Roundtable." This initiative brought business, political, government agency, and higher education leaders together to discuss regional economic development needs and strategies and the role higher education plays (or should more deliberately play) in such

⁵ USHE Database.

⁶ July 2006 Population Estimates from the U.S. Census Bureau

endeavors. Pursuant to this initial meeting, a committee comprised of representatives of the Commissioner, USHE institutions, GOED, and USTAR has been established to oversee the development of an action plan to fulfill the purpose of the initiative, which is to *increase the growth of Utah's economy through stronger strategic partnerships between our higher education institutions and key industries in regions throughout the state.*

An initial finding of this group was the call from business leaders to USHE Presidents to produce more STEM (Science, Technology, Engineering and Math) trained students.⁷ Of the total number of baccalaureate degrees awarded from USHE institutions in 2007-08, only 11% were STEM related.⁸ Nationally, NCHEMS reports Utah ranking 43rd in producing graduates from STEM disciplines (including certificate and degree programs).⁹ The challenge will be to appropriately respond to the call of business leaders to increase the number of STEM trained graduates without diverting the necessary attention and support from other programs or the perception thereof.

It is recommended that the Board of Regents and the Commissioner for Higher Education support the efforts of the Utah Business Roundtable Committee in developing an implementation and action plan that appropriately leverages higher education assets to optimally serve the economic needs of each region of the state and its associated industry clusters.

Objectives

- a. In support of the Utah Business Roundtable Initiative:
 - a. develop a K-16 strategies for high school STEM tracked programs that matriculate into USHE institutional STEM tracked programs;
 - b. incentivize students to major in STEM disciplines through scholarships; and
 - c. increase the number of USHE graduates in STEM disciplines to 16% of total degrees awarded by 2025.
- b. Establish Regent policies that incentivize USHE institutions to develop innovative economic development and entrepreneur programs and partnerships with businesses.
- c. Further develop USTAR programs with a regional focus that are embedded in each USHE institution.

⁷ December 11, 2008 Utah Business Roundtable

⁸ USHE Database

⁹ Dennis Jones, NCHEMS: "Choosing Priorities for Ensuring the Future of Utah" December 11, 2008 Utah Business Roundtable

March 26, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Strategic Planning Meeting

Issue

The demographic makeup of the state of Utah is changing. The change in Utah's demographics will directly impact the ability of the Utah System of Higher Education (USHE) to meet its strategic goals.

Background

Three presentations will be shared to give an overall understanding of the demographic transformation facing Utah and its future, the trends within USHE as they pertain to the strategic goals of the Board of Regents (Tab B), and the educational pathways of the Latina/o populations—the fastest growing underserved population in Utah. These presentations will be given by Dr. Pam Perlich (Senior Research Economist, Bureau of Economic and Business Research, U of U), Dr. Joseph Curtin (Director of Institutional Research, OCHE), and Dr. Octavio Villalpando (Associate Vice President for Equity and Diversity, U of U) respectively. Each presentation will be followed by a 15-minute discussion regarding the information shared and its impact on the strategic goals of the Board of Regents (Tab B).

Commissioner's Recommendation

The Commissioner recommends the Board of Regents make any necessary adjustments to the strategic goals and objectives as outlined in "The Future of Higher Education in Utah: Strategic Issues for 2015 and Beyond" document based upon the information and discussion covered in this strategic planning meeting.

William A. Sederburg
Commissioner of Higher Education

WAS:csn

Utah Economic and Business Review

BE|BR
Bureau of Economic and Business Research
DAVID ECCLES SCHOOL OF BUSINESS | UNIVERSITY OF UTAH

2008 | Volume 68, Number 3

Highlights

- Utah is in the midst of an unprecedented economic, demographic, and cultural transformation that has its origins in national and international trends. The cumulative impact of these trends is that Utah, along with the rest of the nation, will continue to become much more diverse in many ways, including age, culture, language, nativity, race, ethnicity, religion, and socioeconomics.
- Two major population trends driving changes are 1) the continued arrival of record numbers of young, working-age immigrants and 2) the aging of the population, which is the combined result of the post-WWII Baby Boom approaching retirement and increasing life expectancy.
- Utah, along with the intermountain region, has emerged as a net in-migration (growth) region. As Utah has incorporated these new populations and has become more fully integrated into global markets, its signature demographics remain but have followed national trends.
- Racial and ethnic minorities are estimated to be 18% of the Utah population, 24% in Salt Lake County, and 35% for the U.S. in 2007. By 2050, these proportions are expected to increase to 30%, 41%, and 54% respectively.
- Increase in ethnic and racial diversity represents a generational shift, as nearly one-fourth of preschool-age persons in Utah and one-third in Salt Lake County in 2007 were estimated to be racial or ethnic minorities. In contrast, less than 10% of retirement-age Utahns were estimated to be minorities.
- Populations of youth, working-age, and elderly in Utah are all projected to increase, with the greatest rates of increase in the oldest age groups. Within a generation, the 60-and-older population is expected to exceed the school-age population in Utah.
- As adults, the youth of today will carry a greater demographic burden than their parents' generation. Besides supporting the highest youth population per capita of any state, they will be asked to support an increasing share of elderly. Working-age Utahns are projected to decline from 60% of the population in 2010 to 53% in 2050 (compared with 63% and 57% nationally).
- Cumulatively, these trends have far-reaching implications for our future, and require the effective reengineering of a broad spectrum of our investments from human capital (education, labor force development, etc.) to our built environment (housing, transportation, etc.).

Utah's Demographic Transformation: A View into the Future

Pamela S. Perlich, Senior Research Economist

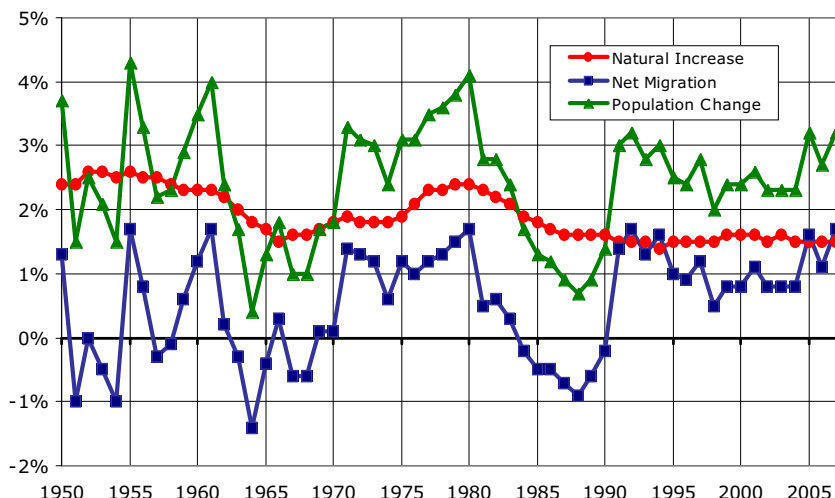
Introduction

Utah, along with the rest of the nation, is in the midst of an extraordinary demographic transformation which has far from run its course. The confluence of four major trends continues to dramatically reshape the size and composition of the national and state populations. These trends include the arrival of immigrants in record numbers, beginning in the 1980s and continuing for at least another generation. This most recent group of immigrants is very diverse, coming literally from throughout the world. Second, the post-WWII Baby Boom, which continues to numerically dominate the national age structure, is approaching retirement age. Third, while the fertility of native-born U.S. women has for decades been below replacement level, recent immigrants, who are concentrated in peak childbearing years, often have above-replacement-level fertility. Finally, life expectancy continues to increase, and this will result in many more people living to become very elderly, beyond 85 years of age.

While there are certainly regional and local variations in outcomes, it is clear that this demographic transformation is pervasive, ongoing, and irreversible.¹ In Utah, the stereotypic image of being forever young, white, and culturally homogenous is becoming obsolete, if it was ever really accurate. As is the case in many regions within the U.S., Utah does maintain a distinctive demographic character. However, it is also true that Utah has and will continue to be influenced by these larger national population dynamics. The cumulative impact of these trends is that Utah, along with the rest of the nation, will continue to become much more diverse in many ways, including age, culture, language, nativity, race, ethnicity, religion, and socioeconomics. The youth of today are coming of age in a much more multilingual, multicultural, and multiethnic society than was experienced by their parents and grandparents. This generational shift is occurring simultaneously with the rapid expansion of the retirement-age population. Cumulatively, these trends have far-reaching implications for the future of our communities and nation, and require the effective

¹ William H. Frey (2006) *America's Regional Demographics in the '00s Decade: The Role of Seniors, Boomers and New Minorities*. Washington, D.C.: The Brookings Institution.

Figure 1
Net Migration, Natural Increase, and Population Change:
Annual Rates for Utah: 1950–2007



Source: Bureau of Economic and Business Research, University of Utah analysis of Utah Population Estimates Committee data.

reengineering of a broad spectrum of our investments from human capital (education, labor force development, etc.) to our built environment (housing, transportation, etc.).

This essay first identifies the Utah context, focusing on its relationship to regional growth patterns and its distinctive demographic characteristics. Next, trends in the magnitude and source regions of immigration to Utah are examined, followed by a discussion of the implications of these migration patterns for the changing racial and ethnic composition of the state. The historical birth pattern of the state is compared with that of the nation to highlight the basis of age structure differences. Next, projections of age structure are examined. Finally, a concluding section summarizes the major demographic trends shaping Utah's future and identifies implications for policy design today.

Utah Emerges as Part of a Net In-Migration Region

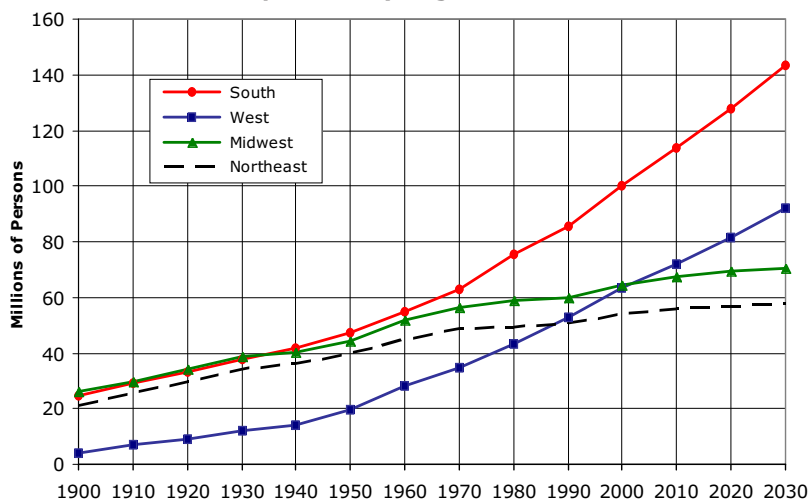
Until about 1970, Utah remained somewhat geographically isolated as well as economically specialized, particularly in extractive and federal defense industries. This left the state vulnerable to the booms and busts of these industries, with net in-migration during the expansions and net out-migration during the contractions. Since then, the state's economy has grown significantly, simultaneously becoming much more diversified and more fully integrated into the national and international economies.² The Utah economy, along with that of the intermountain region, has grown more rapidly than the nation, generating relative economic opportunity

² Pamela S. Perlich (1994) "Diversification and the Utah Economy," pages 207–213 from *The Economic Report to the Governor*. Salt Lake City, Utah: Governor's Office of Planning and Budget.

and more consistent net in-migration.³ With the exception of the years 1984–1990, annual net migration rates have remained positive since 1970. After 1990, Utah has had sustained net in-migration, often at rates equal to those of natural increase. Notably, even when unemployment rose in the state (and for a period it actually lost jobs) between 2001 and 2003, people continued to come. As shown in Figure 1, this is a significant break with the past. Because young adults compose the majority of employment-based migration, this has reinforced the relative youth of the state and the region. The favorable labor market conditions, especially since 1990, have attracted a steady stream of workers to the state. These new residents have further contributed to population growth by bringing children and continuing to have them after they arrive.

The population of the nation is expected to remain younger and more rapidly growing than any of the other developed countries. Much of this growth is attributable to the continued arrival of immigrants and the future generations of their U.S.-born children and grandchildren. Simultaneously, the aging of the national Baby

Figure 2
U.S. Population by Region: 1900–2030



Source: U.S. Bureau of the Census; *Demographic Trends in the 20th Century* (2002) and *State Projections* (2005).

Boom (born 1946–1964) will create an age wave of persons 65 years and older, resulting in significant amenity-based retirement migration, as well as aging in place.⁴ The gradual shift of the U.S. population to the South and West accelerated in the post-WWII era and is expected to continue into the future, meaning that these two regions will accommodate much of this growth (Figure 2).

³ Pamela S. Perlich (2006) "Utah's Place in the Macro-Demographics of the U.S. in the 20th Century," *Utah Economic and Business Review*, Volume 66, Numbers 3 and 4.

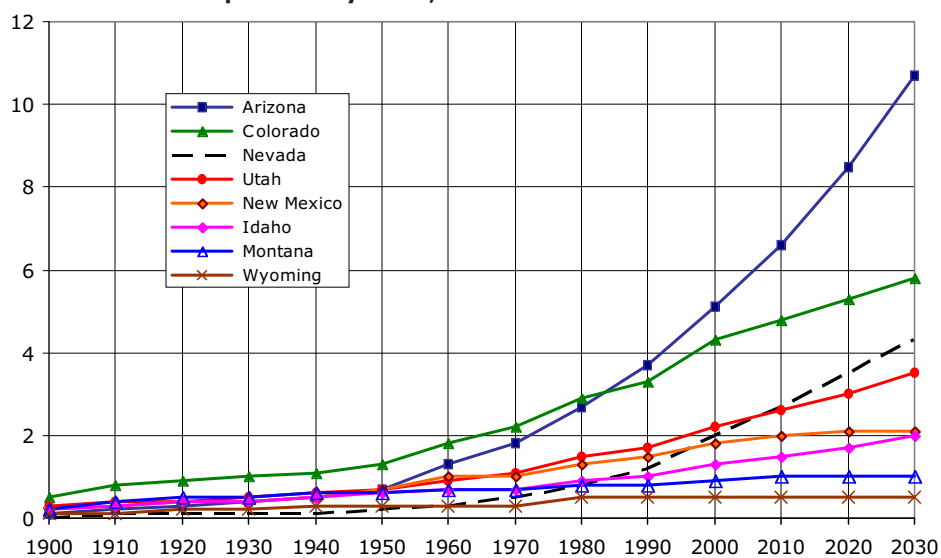
⁴ D.A. Plane, D.J. Henrie, and M.J. Perry (2005) "Migration Up and Down the Urban Hierarchy and Across the Life Course," pages 15312–15318 from *Proceedings of the National Academy of Sciences*, Volume 102, Number 43.

The South and West generated two-thirds of the nation's population growth in the twentieth century and this proportion is expected to expand to 90 percent in the 2000–2030 period.

Within the intermountain region, Arizona and Nevada accounted for over half (53 percent) of the regional population growth of the twentieth century, and are expected to remain the epicenter of regional growth for the foreseeable future. Utah is expected to grow more rapidly than the nation, but more moderately than Nevada and Arizona, as is shown in Figure 3.⁵

As Utah has incorporated these new populations and has become more integrated into the national and global economies, the signature demographic characteristics remain but have also been affected by national demographic changes. Because it is the heartland of the Mormon Culture Region,⁶ Utah has long had the youngest age at first marriage, highest fertility rate, largest household size, lowest median age, and most children per capita among all states. However, Utah has, especially over the past several decades, trended in the same direction as the nation, with increasing age at first marriage and median age of the population as well as declining fertility rates and household sizes. Estimated median age at first marriage for Utah males has recently risen from 23.9 (4-year average of 2000–2003) to 25.2 (2007), and for Utah females it has risen from 21.9 (4-year average of 2000–2003) to 22.8 (2007). Nationally, median age at first marriage has risen from 26.7 for males and 25.1 for females (4-year average 2000–2003) to 27.7 for males and 26.0 for females (2007).⁷ Median age of the population was 28.5 in Utah and 36.6 in the U.S. in 2007, as compared with 27.1 in Utah and 35.3 in the U.S. in 2000.⁸ Total fertility rates have declined from 4.3 children per woman in Utah and 3.6 in the U.S. in 1960 to 2.5 in Utah and 2.1 in the U.S. in 2006.⁹ Persons per household fell from 3.15 in Utah and 2.63 in the U.S. in 1990 to 3.11 in Utah and 2.61 in the U.S. in 2007.¹⁰ And, as has been the case nationally, a growing share of the more recent migrants to the state have come

Figure 3
U.S. Population by State, Mountain Division: 1900–2030



Source: U.S. Bureau of the Census; *Demographic Trends in the 20th Century* (2002) and *State Projections* (2005).

from other countries, which is significantly increasing the cultural, linguistic, ethnic, racial, and religious diversity of the state. The minority share of the population has risen from 1.9 percent in Utah and 11.4 percent in the U.S. in 1960 to 17.7 percent for Utah and 34.0 percent for the U.S. in 2007.¹¹

The bottom line is that Utah has become part of a long-term growth region in the nation, and it is simultaneously in the midst of a dramatic demographic transformation. Current and future population growth is not simply a duplication of the young and relatively homogeneous population of the past. Rather, Utah is becoming much more diverse along many socioeconomic dimensions, and these trends will continue for the foreseeable future.

Immigrants Contribute to Population Growth

The following appeared as the lead story in *USA Today* on September 15, 2006:

IMMIGRANTS TURN UTAH INTO MINI-MELTING POT

By Haya El Nasser, USA TODAY

SALT LAKE CITY — In the shadow of the Mormon faith's majestic headquarters, the fountain at the center of the Gateway Plaza outdoor mall is a popular backdrop for weddings. On a scorching day, Hispanic and Anglo children run side by side through the pulsating sprays of water....

Immigration is changing the complexion of communities across the USA. As it sweeps through Utah, traditionally one of the least diverse and most conservative states in the nation, its impact is particularly dramatic. About 98% white until 1970, Utah is becoming a mini-melting pot....¹²

⁵ See Frank Hobbs and Nicole Stoops, U.S. Bureau of the Census (2002) Census 2000 Special Reports, Series CENSR-4, *Demographic Trends in the 20th Century*. Also see U.S. Bureau of the Census (2005) *Interim State Population Projections*, Table A1. Washington, DC: Population Division.

⁶ D.W. Meinig (2004) "Other Wests," pages 269–77, *The Shaping of America: A Geographical Perspective on 500 Years of History, Volume 4: Global America, 1915–2000*. New Haven: Yale University Press.

⁷ U.S. Bureau of the Census, American Community Survey 2007, 2002–2003, Census Supplementary Survey 2000–2001.

⁸ U.S. Bureau of the Census, 2000 Census of the Population (SF1), and 2007 Population Estimates from the Population Estimates Program.

⁹ Utah Governor's Office of Planning and Budget, 2008 *Economic Report to the Governor*, page 43.

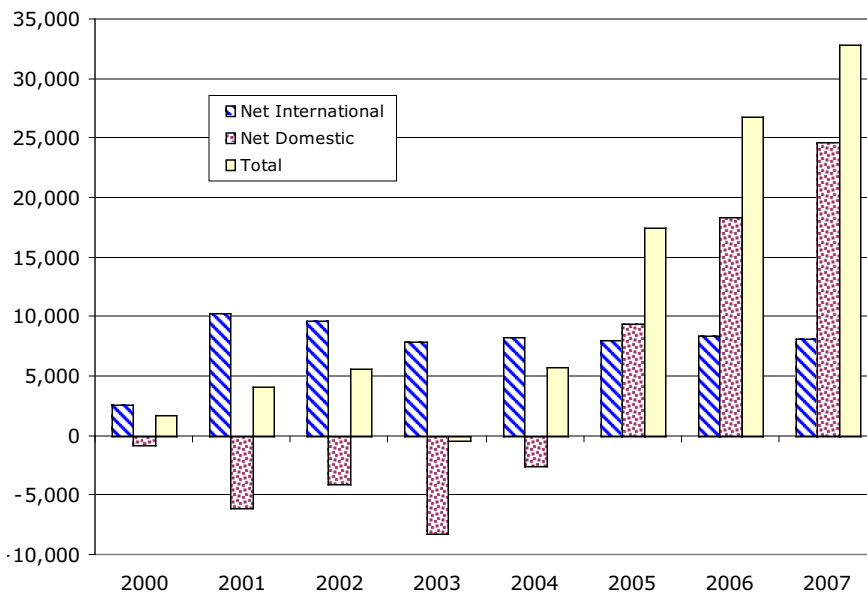
¹⁰ U.S. Bureau of the Census, 1990 Census of the Population and 2007 American Community Survey (R1105).

¹¹ U.S. Bureau of the Census, 1960 Census of the Population and Population Estimates Program, 2007 Population Estimates.

¹² *USA Today*, http://www.usatoday.com/news/nation/2006-09-14-utah-cover_x.htm

Over the past 30 years, immigrants have come to the U.S. and also to Utah in record numbers. International immigrants accounted for about half the net in-migration to Utah in the 1990s, directly contributing about a fifth of its population growth. During the economic expansion of the 1990s and the construction run-up to the 2002 Winter Olympic Games, Utah was a net exporter of population to other states and a net importer of population internationally. Among states in the western U.S., only California shared this pattern. Beginning in the 1990s and extending through 2004, the state would have had net out-migration on an annual basis if not for the net international in-migration (immigration) to the state.¹³ For the 2000s, the Bureau of the Census estimates that cumulative net in-migration to Utah from 2000 through 2005 would have been negative if not for positive net international migration to the state. This is shown in Figure 4.¹⁴

Figure 4
State of Utah: Annual Net Migration, International and Domestic: 2000–2007



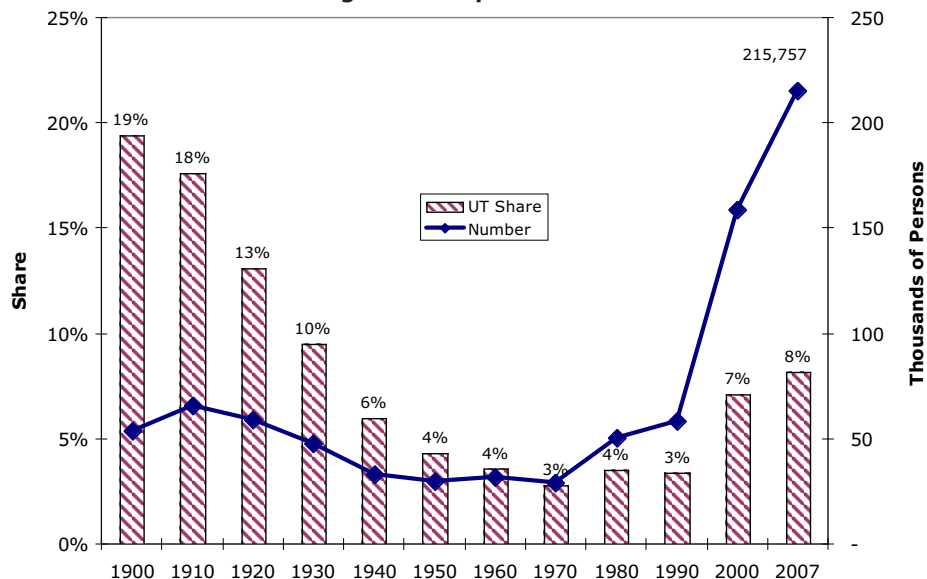
Source: U.S. Bureau of the Census, Population Estimates Program, NST-EST2007-alldata; ST-99-7.

Following national trends, immigration contributed significantly to population growth in Utah in the early twentieth century, while natural increase drove population increase mid-century. Immigration again contributed significantly to the population growth of both Utah and the nation beginning in 1980. Utah has been designated as one of the emerging gateways for immigrants, as foreign-born populations move beyond the traditional gateway states to new destinations.¹⁵ The number and share of foreign born in Utah since 1900 are shown in Figure 5.

Recent immigrants have come to Utah primarily for employment and have worked in large numbers in construction, landscaping, hospitality, and manufacturing. Immigrants also are concentrated in the highest-level scientific and technical occupations in the state, especially at our institutions of higher education. For example, about half the medical scientists in the

state are foreign born. Mario R. Capecchi of the University of Utah, who was awarded the Nobel Prize in Physiology or Medicine in 2007, was born in Italy. The current concentration of immigrants at the extremes of the occupational distribution is a continuation of the ability of the U.S. to attract the best and

Figure 5
Utah Foreign-Born Population: 1900–2007



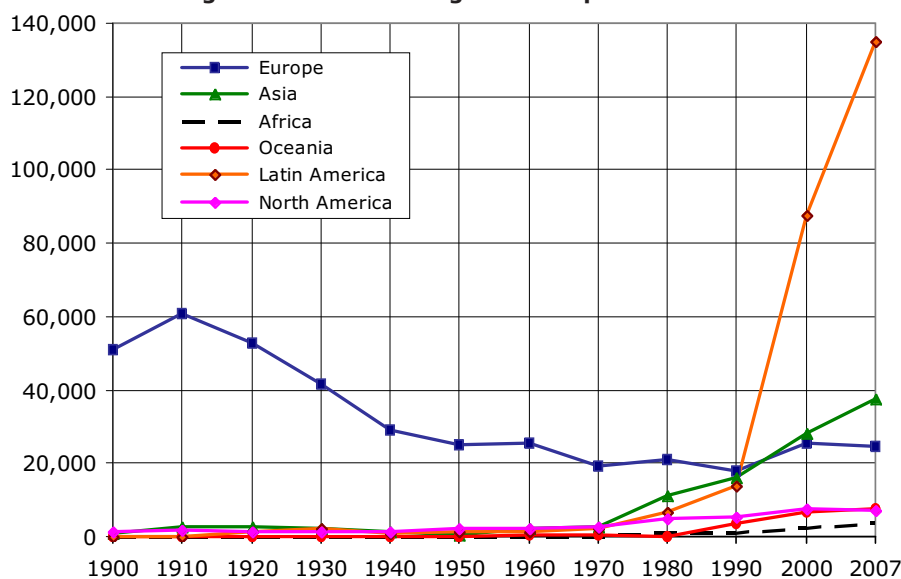
Source: U.S. Bureau of the Census, Decennial Censuses and 2007 ACS.

¹³ The U.S. Bureau of the Census generated post-censal estimates (and components of change) for the 1990s for Utah, but did not revise these when the 2000 Census results became available. In these estimates, net domestic migration to Utah was negative beginning in 1997 and continuing through 1999, while net international migration to Utah was estimated to be positive for the entire decade. See: "ST-99-7: State Population Estimates and Demographic Components of Population Change: Annual Time Series, April 1, 1990 to July 1, 1999," Internet release date: December 29, 1999.

¹⁴ Note that the Utah Population Estimates Committee series does not distinguish between domestic and international net migration and its estimates differ from those of the Bureau of the Census.

¹⁵ Audrey Singer (2008) "Twenty-First Century Gateways," pages 3–30 in *Twenty-First Century Gateways: Immigrant Incorporation in Suburban America*. Audrey Singer, Susan W. Hardwick, and Carolyn B. Brettell, eds. Washington, D.C.: The Brookings Institution.

Figure 6
Source Regions of Utah's Foreign-Born Population: 1900–2007



Source: U.S. Bureau of the Census, Decennial Censuses and 2007 ACS.

brightest in the world as well as those with ambitions to advance from the ranks of manual labor. As educational attainment of the native born has risen, demand for labor at the lower end of the occupational distribution has been met through immigration. Although economic opportunity has been the strongest draw for migrants, refugees have also settled in Utah, accounting for one-tenth of the increase in the state's foreign born in the 1990s. The global proselytizing efforts of the LDS Church, as well as the growth of universities and colleges, have drawn more immigrants to the state.¹⁶

During the immigration wave at the beginning of the twentieth century, most Utah foreign born originated in northern and western Europe. At mid-century, the restrictive quota system allowed a small number of mostly European immigrants to migrate to Utah, and during this period the post-WWII Baby Boom fueled national population growth. Over the past 30 years, forces external to Utah have greatly accelerated immigration flows to the state and have simultaneously shifted the origin regions from Europe to Latin America and Asia, although people have come from many other regions. The shifting origins of the Utah foreign born from 1900 to 2007 are shown in Figure 6, while Figure 7 shows the 2007 distribution in more detail. Utah's foreign-born population has arrived from across the

¹⁶ Pamela S. Perlich (2006) "Immigration: Contributions to Utah Population Growth and Diversity," Chapter 17 in *Utah at the Beginning of the New Millennium: A Demographic Perspective*. Salt Lake City: University of Utah Press.

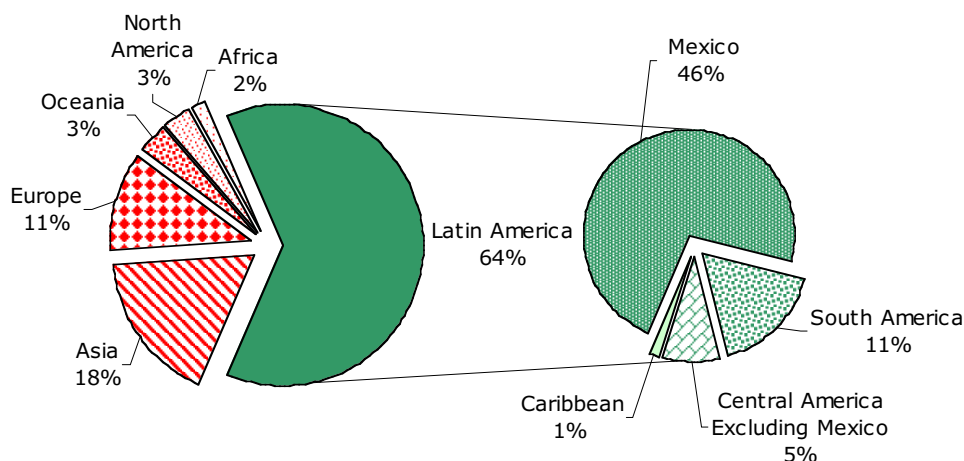
globe, and has brought and expanded perhaps hundreds of cultures and ethnic groups.¹⁷ One partial indicator of the number and range of these origins would be a count of the different languages spoken in Utah homes. The State Office of Education enumerated 117 languages other than English spoken in the homes of Utah students in 2007.¹⁸

Utah's Racial and Ethnic Composition Is Changing

About three-quarters of the foreign-born population in Utah is classified by the federal government as a racial or ethnic minority, compared with only 10 percent of the native-born population. As previously explained, economic migrants (foreign and native born) are generally young adults in prime childbearing years. Some groups of recent migrants, notably Hispanics and

Pacific Islanders, have higher fertility rates than the native-born Utah population. The demographic contribution of in-migrants includes the original migrants, their offspring, and all future descendants who remain residents. The cumulative demographic impact on Utah (and the nation in general) is that the population is younger as well as more racially, ethnically, linguistically, culturally,

Figure 7
Source Regions of Utah's Foreign-Born Population: 2007



Source: U.S. Bureau of the Census, 2007 ACS.

¹⁷ Arriving at a definitive count of cultures and ethnic groups would be an extraordinarily complex endeavor. The concepts of culture and ethnicity are complicated and dynamic, and the associated population groups are as well. "Ethnic" is not equivalent to "foreign." Mormonism is an example of a "home grown" ethnic group. Extensive literatures in sociology and anthropology address these matters.

¹⁸ Email from Edie Parks, State Office of Education, citing data from the USOE curriculum section, November 11, 2008. Note that a common language is not necessarily equivalent to the same ethnic group. This metric underrepresents the number of ethnicities and cultures in the population.

and religiously diverse than it would have been in the absence of these most recent immigrants. The minority share of the Utah population, which remained between 1 and 2 percent for many decades, is estimated to be 18 percent in 2007. Salt Lake County, which leads the state in convergence to national demographic trends, is approaching one-quarter (24 percent) minority share in 2007, while the nation has surpassed one-third (35 percent). Again, Utah remains less diverse than the nation, but it is, like the nation, trending towards more diversity.

Projections by the Bureau of the Census indicate that, holding these definitions of race and ethnicity constant, by 2050 the groups currently classified as “minorities” will collectively become the national majority.¹⁹ If Utah does indeed continue to be a net in-migration region (as expected), the minority population should

the population early in the nation's history is the effective exclusion of Native Americans from the enumerations and the “three-fifths” compromise in the count of slaves.²⁰ Hispanic Origin was added to the 1970 census as a separate ethnic category (distinct from race), and was defined as persons originating from a Spanish cultural region.

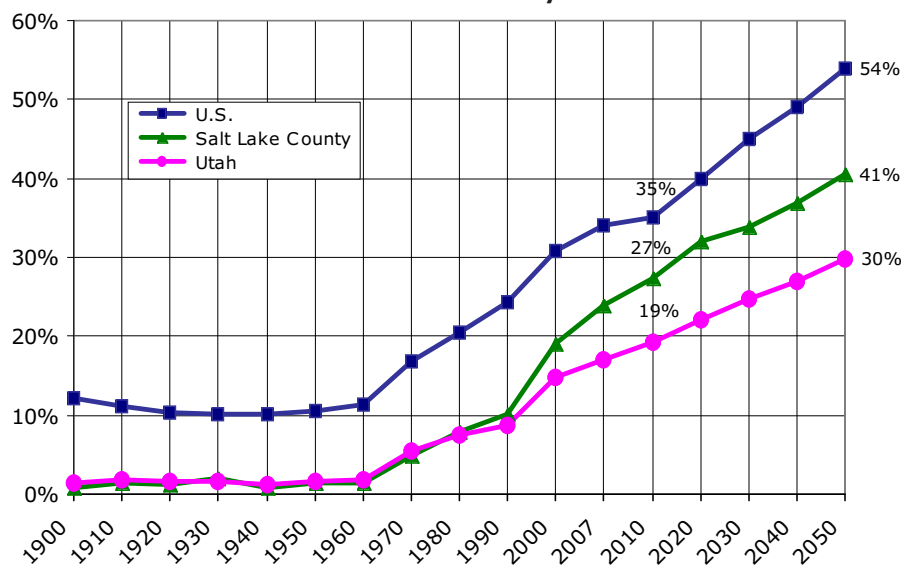
The definition of ethnicity is complex, fluid, and much debated. But the core concept is that of common values and culture, and in the case of immigrants, as noted above, language is often a marker. In 1980, before the current wave of immigration developed, the *Harvard Encyclopedia of American Ethnic Groups* was published and it identified 106 ethnic groups, including Mormons.²¹ With the second great migration wave, the number of ethnic groups no doubt has increased. However, only two

ethnic groups are recognized by the federal government: Hispanic Origin and Not Hispanic Origin.²² When Hispanics became visible in the national demographic data in 1970, the “minority” share of the population increased significantly, reflecting the long presence of these populations as well as the arrivals of more recent immigrants and the offspring of both.

The multi-race option was added in the 2000 census, allowing individuals to select as many races as they wish. The new definition of “minority” is again one of exclusion where all persons answering the race question as “White Alone” and also the ethnicity question as “Not Hispanic” are classified as “majority,” while all others are “minority.”²³ The five major race categories are White, Black, American Indian and Alaska Native, Asian, and Native Hawaiian and Pacific Islander. The other race options are “None of the Above” (officially called “Some Other Race”) or two or more of the above races (multi-race). A significant share of persons

answer “White Alone” for lack of any better label. For example, persons of Arab or Greek descent or first-generation immigrants from Bosnia and Serbia most often self-identify as “White Alone.” This means that the “White” majority in Utah today is much more

Figure 8
Minority Shares of the Population: U.S., Utah, and Salt Lake County



Source: Bureau of Economic and Business Research, University of Utah analysis of U.S. Bureau of the Census, Decennial Censuses 2008 Vintage National Projections, and 2007 ACS; and Bureau of Economic and Business Research, University of Utah, Utah and Salt Lake County minority shares for 2010–2050.

approach one-third (30 percent), and Salt Lake County should reach 41 percent by 2050. The official race and ethnic categories have consistently evolved over time, a reflection of demographic, social, and political changes. By 2050, our current categories will be obsolete, so that the meaning of this projection exercise is that the future population will be much different from today (Figure 8).

The federal government has included race or color in national demographic data from the original census in 1790. Because these are social constructions, the categories and definitions have evolved, reflecting the incorporation of new populations as well as the ever-shifting political context. Only a subset of ethnic groups have been captured in this official accounting system, and this has resulted in the consistent portrayal of the population as being more culturally and ethnically monolithic than it is. The primary reasons why minorities appear to be such a small share of

¹⁹ U.S. Bureau of the Census, Population Division (2008) *Projections of the Population and Components of Change for the United States: 2010 to 2050*.

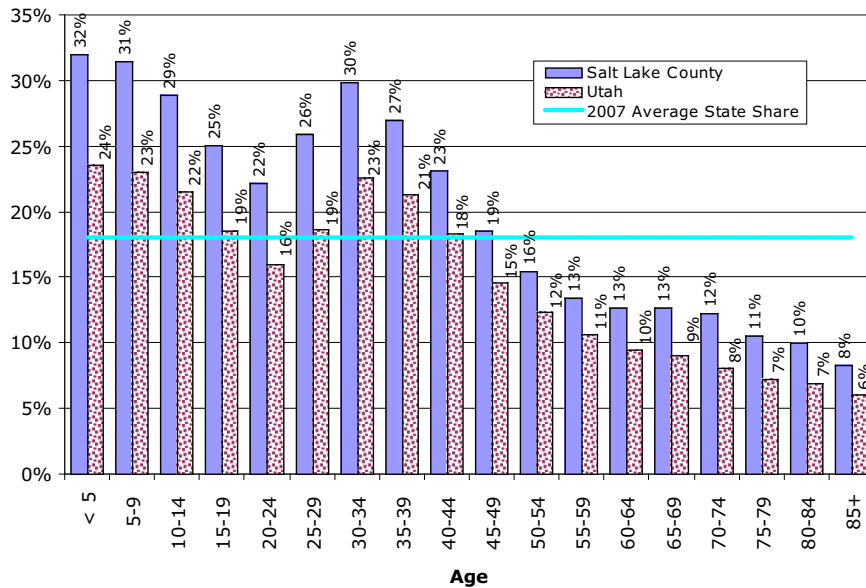
²⁰ The first serious attempt to include Native Americans was the 1920 census.

²¹ Stephan Thernstrom, editor (1980) *Harvard Encyclopedia of American Ethnic Groups*. Cambridge: Harvard University Press.

²² The 1997 revision of race and ethnicity categories changed this to Hispanic or Latino Origin (and Not Hispanic or Latino Origin). See: Office of Management and Budget, “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity,” *Notice*, Vol. 62, No. 210, Thursday, October 30, 1997. <http://www.whitehouse.gov/omb/fedreg/1997standards.html>

²³ Mathematically, the minority population is as follows: total population minus the population of those White alone and also not Hispanic. Minorities include those who report a race other than White alone and also those who are Hispanic.

Figure 9
Minority Shares of the Population by Age: Utah and Salt Lake County, 2007



Source: Bureau of Economic and Business Research, University of Utah analysis of Bureau of the Census Population Estimates.

diverse than the stereotypic “White” majority composed of Hansens, Jensens, and Christensens and other Utahns in the 1950s.

This increase in ethnic and racial diversity is not uniformly distributed across the age spectrum. Rather, it represents a generational shift, as nearly one-fourth (24 percent) of preschool-age persons in Utah and one-third (32 percent) in Salt Lake County in 2007 were estimated to be racial or ethnic minorities. In contrast, less than 10 percent of retirement-age Utahns are estimated to be minorities. These age waves of diversity are also evident in school enrollment data. From 2000 through 2007, minorities accounted for one-third of the increase in the total population and two-thirds of the school enrollment increase in the state. Unless the elders in the community are associating with the youth, they could miss this wave of demographic change. There is also greater minority representation in the prime working-age population, many of whom are recent immigrants and who are the parents of the increasingly diverse student populations.²⁴ Minority share of the Utah population by age is shown in Figure 9, while minority contributions to Utah population and school enrollment growth are shown in Figure 10.

National projections show how this currently youthful diversity moves into older age groups over time. The minority share of those under 18 years old increases from 45 percent in 2010 to 62 percent in 2050. The working-age

²⁴ Many of these recent prime working-age immigrants currently do not have the right to vote. But their native-born children will eventually have this right.

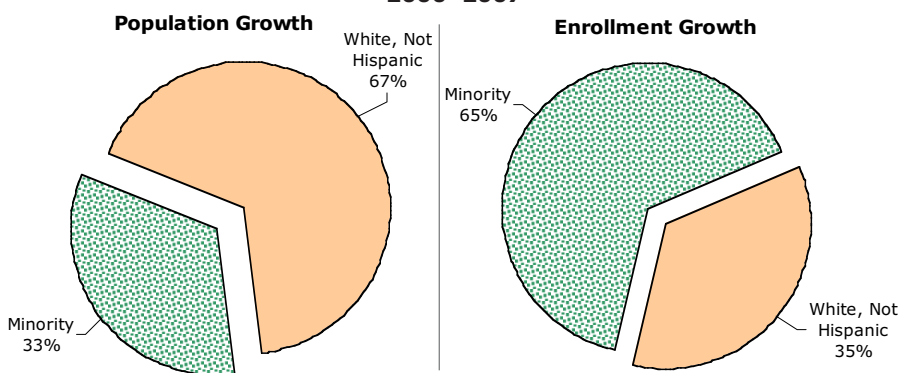
population increases from 35 percent minority in 2010 to 55 percent in 2050. The minority share of the population 65 years and older increases from 20 percent in 2010 to 42 percent in 2050. Similarly, Utah’s minority proportions will increase in older age groups as those who are currently youth move into their prime working years. The preschoolers of 2008 (those who are less than 5 years old) will reach working age beginning in 2021. This corresponds with the time when the growth rate of the retirement-age population in Utah significantly accelerates, as is discussed below. Projected minority shares of the U.S. population by age groups are displayed in Figure 11.

Birth Patterns Create Age Waves

Differing patterns of births over time explain much of the current and projected age structure variations between nations and regions. The number and characteristics of

in- and out-migrants across time will modify, but not erase, the underlying age waves created by these particular birth series. As shown in Figure 12, the national post-WWII Baby Boom, which peaked in 1957, lasted from 1946 through 1964 and generated an age wave that continues to dominate the nation’s age distribution. In 2008, the oldest U.S. Boomer is 62 years old, the age of those at the peak is 51, and the youngest is 44. The national echo boom (children of the U.S. Baby Boomers) began in 1977, peaked in 1990 (at a lower level than the original boom), and ended around

Figure 10
Minority Contribution to Utah Population and School Enrollment Growth: 2000–2007



Source: Bureau of Economic and Business Research, University of Utah analysis of Utah State Office of Education data and Bureau of the Census estimates.

2000. By this definition, in 2008 the youngest echo boomer is 8, the peak is 18, and the oldest is 31. As immigrants began arriving in large numbers and having children, national births have begun rising again, overwhelming the reduction of births after the echo boom was complete. Annual births in 2006 were 4.27 million, exceeding all but the peak post-WWII Baby Boom years of 1957

through 1961.²⁵ This most recent escalation of births is the result of more people entering childbearing years (aging echo boomers and arriving immigrants) and increases in the fertility rate, often associated with first-generation immigrants.²⁶

Births also peaked in Utah in the post-WWII era in 1962. But this peak was later greatly surpassed by its echo, which occurred in 1982. As previously noted, Utah experienced net out-migration for much of the 1960s and began a 14-year run of net in-migration beginning in 1970 and continuing through 1983. These periods of in- and out-migration changed the age composition of the state and altered its birth pattern as well. If we define Utah's echo boom as beginning in 1974, peaking in 1982 and ending in 1989, the youngest in 2008 is 19, the peak is 26, and the oldest is 34. The peak-birth-year individual (born 1982) went through public education (ages 5 through 17) from 1987 through 1999 and through college (ages 18 through 24) from 2000 through 2006.

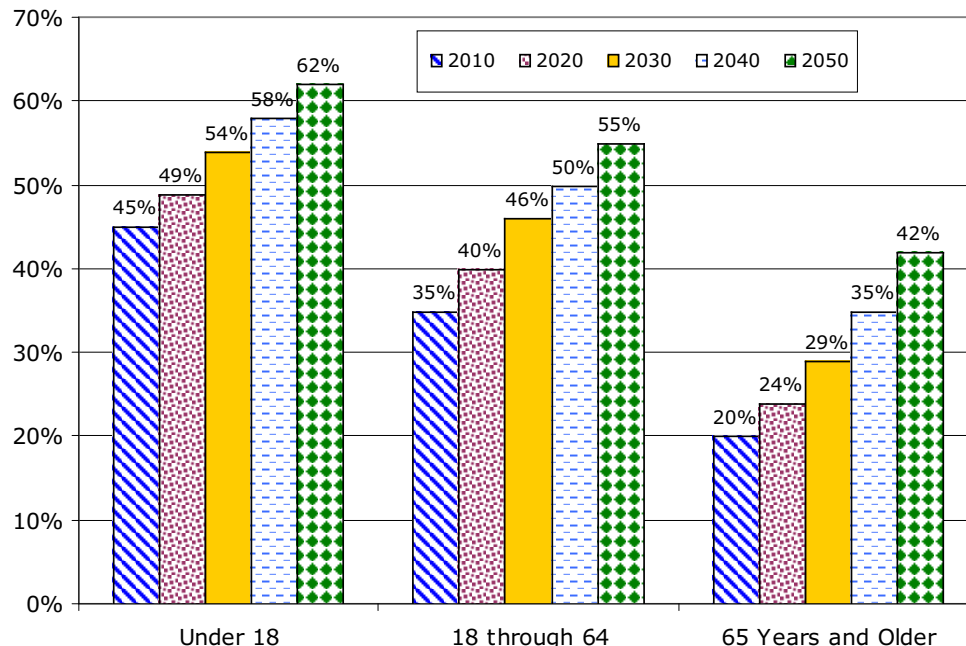
This cohort has been generating the current echo boom, with record births for the past nine years. The resulting age wave is the current school-age population boom, expected to last the next ten years. Growth in Utah's school-age population has surpassed earlier projections because economic growth over the past decade exceeded expectations and brought more young adults, their children, and their new births to the state. As previously noted, many of these new Utah residents have come from outside the U.S.²⁷

Utah's ever-higher echo booms are the combined result of being a net in-migration region and maintaining an above-replacement-level fertility rate. The favorable labor market creates a self-sustaining youth movement of sorts, and means that, at least in waves, each generation is numerically larger than the previous. Nationally, the long-term decline in fertility rates, especially since 1970, resulted in a smaller echo boom peak in 1990, as compared with the original Baby Boom peak in 1957, resulting in successively smaller generations. The coming of record numbers of immigrants to the U.S. beginning in the 1980s,

combined with a reversal of fertility rate declines, have combined to mitigate these structural demographic trends. As a result, the U.S. is currently creating a larger generation than we have experienced since the original Baby Boom. As the post-WWII Baby Boomers retire, this new youth wave will be responsible for supporting this largest-ever wave of retirees.

If the birth pattern is aged by 18 years, the "graduates" of youth become additions to the adult-age population. Age waves of 18-year-olds are important because they define the "pipeline" to college, missions, labor force, and household formation. Based on birth patterns alone, the number of 18-year-olds peaked in the U.S. in 1979, declined to a trough in 1991, then again peaked in 2008. In Utah, 18-year-olds peaked in 1980, declined to a low point in 1984, peaked again in 2000, declined until 2007, and will continue to increase at least through 2016.

Figure 11
U.S. Minority Share of the Population by Age Groups: 2010–2050



Source: U.S. Bureau of the Census, Population Division, Projections of the Population and Components of Change for the United States: 2010 to 2050, August 14, 2008.

Utah's Age Structure Is Evolving

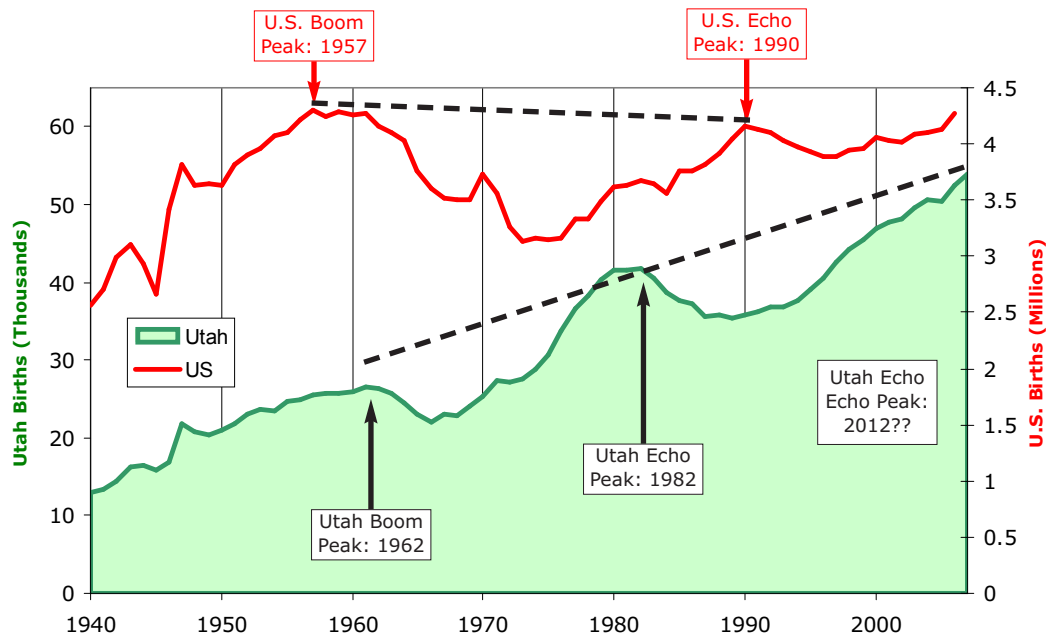
Utah has long had the largest number of children per capita among all states. And, while Utah maintains the highest fertility rate among all states, this rate has fallen significantly since 1960. As just explained, as long as employment opportunities attract young working-age persons (who are in childbearing years), this reinforces the young age structure of Utah, and creates a younger population nationally than would otherwise have been the case. Even if these trends continue, as is expected, the median age of both the Utah and national populations will continue to increase as the post-WWII Baby Boom age wave reaches retirement age and a greater share of the elderly live longer than previous generations. Retiring Baby Boomers will migrate to and from Utah, both for reasons of family reunification and amenity-based

²⁵ National Center for Health Statistics (2007) *Births: Preliminary Data for 2006*. National Vital Statistics Report, Volume 56, Number 7.

²⁶ Jorge Durand, Edwaard Telles, and Jennifer Flashman (2006) "The Demographic Foundations of the Latino Population," Chapter 3 in *Hispanics and the Future of America*. Washington, D.C.: National Academies Press.

²⁷ About one-third of the domestic net in-migrants to Utah from 1995 to 2000 were foreign born. See Marc J. Perry and Jason P. Schachter (2003) *Census 2000 Special Reports, Migration of the Natives and the Foreign-Born: 1995–2000*.

Figure 12
Utah and U.S. Annual Births: 1940–2007



elderly population (60 and older), retirement age (65 years and older), and the extreme elderly (85 years and older). The population in all of these age groups, and of the working-age population as well, is projected to increase, although the rate of increase of the older age groups is most rapid. The 60-and-older population is expected to exceed the school-age population by 2037 in Utah as a whole and about ten years earlier in Salt Lake County. Nationally, this is estimated to have already occurred in 2008. The very elderly population in Utah is expected to increase eight-fold to nearly 180,000 by 2050. The growth of these age groups will vary

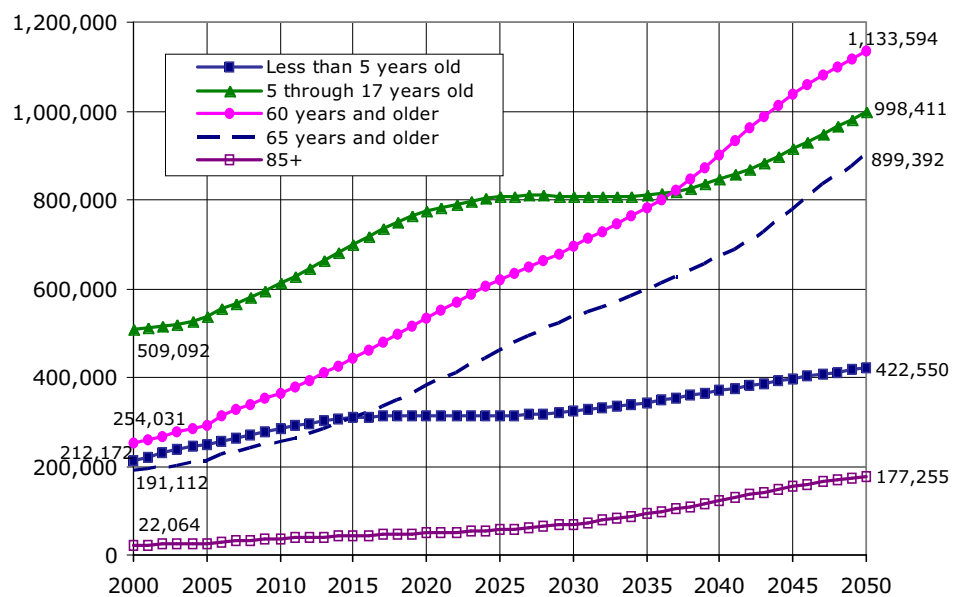
location. If more move to than from the state, this will contribute to the growth of the retirement-age population.

depending on rates of economic growth and migration patterns of retiring Baby Boomers, among other factors.

The age waves created by Utah's birth patterns combine with the age distribution of in- and out-migrants as well as differential mortality rates across age groups and birth cohorts to shape the state's future age distribution. Cohort-component population projection models compute the compositional changes resulting from these projected demographic trends. The REMI model is a structural equation projection model incorporating, among others, economic base and cohort-component models. The Bureau of Economic and Business Research generated a series of demographic and economic projections for Utah using the REMI model and targeting a base case population of 5 million in 2050. Partial age structure results for the base case are shown in Figures 13 and 14.

Figure 13 shows the non-working-age population age groups that are generally tracked by demographers.²⁸ These include preschool age (less than 5 years old), the school-age population (5 through 17 years old), the

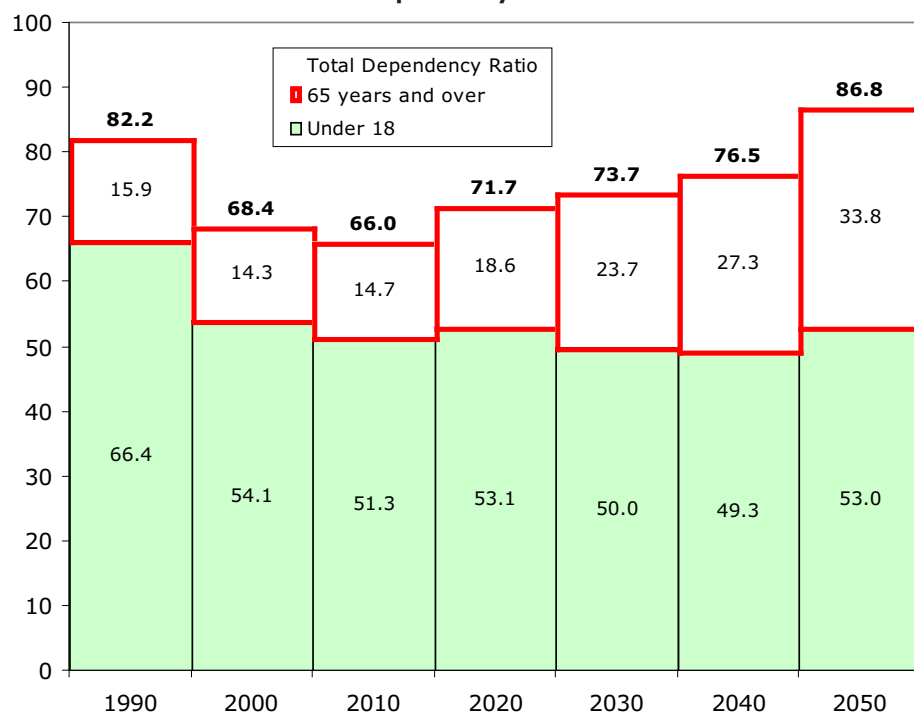
Figure 13
Selected Age Group Projections for State of Utah:
School Age, 60 and Over, and 65 and Older



Another measure of age structure is the dependency ratio, which relates the size of the working-age population to that of the non-working-age population. Specifically, the dependency ratio is the number of non-working-age persons (i.e., those younger than 18 and those 65 years and older) per 100 persons of working age (i.e., those who are 18 through 64 years old). In 2000, there were 68.4 non-working-age persons per 100 persons of working age in

²⁸ The age group 60 to 65 is part of the working-age population. However, the 60 years and older population is shown here because it defines eligibility for certain government programs.

Figure 14
State of Utah Dependency Ratios: 1990–2050



Source: Bureau of Economic and Business Research, University of Utah, 2008 Projection Scenarios for Utah, 5 million population in 2050 baseline, September 2008. Note: Components may not sum to total due to rounding.

Utah. There were 54.1 persons less than 18 and 14.3 persons 65 and older per 100 persons in the 18-through-64-year-old age group. Assuming a constant fertility rate and continued economic growth, Utah can expect about the same number of children per working-age person, but a dramatic increase in the ratio of persons in the retirement-age group. If these trends continue, there will be 53.0 persons less than 18 years old and 33.8 persons 65 years and older per 100 working-age persons in Utah by 2050. This combined dependency ratio of 86.8 exceeds the 76.4 dependency ratio projected for the U.S. Dependency ratios for Utah are shown in Figure 14, while those for the U.S. are shown in Figure 15. Importantly, the working-age population declines from 60 percent of the Utah population in 2010 to 53 percent in 2050. This compares with national shares of 63 percent and 57 percent, respectively.

Figure 16 presents the relative (percentage) population distribution by five-year age groups and sex for Utah for 1900 and as projected for 2050. Each graph is presented in percentage terms with the same scaling for an “apples-to-apples” comparison. The bars on the left of each pyramid represent the percent of males in each five-year age group, while those on the right correspond to females. The 1900

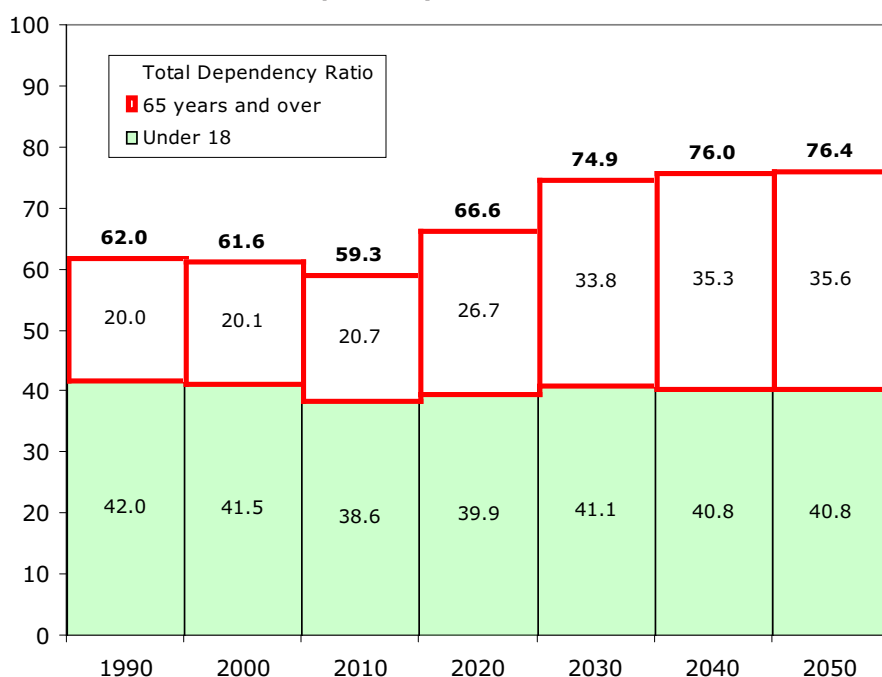
pyramid is quite triangular with a broad base and pointed top. This indicates many children per capita (high fertility) and few elders (short life expectancy). The 2050 pyramid is much more rectangular (more even age distribution), except the long bars on the top. This is a population with a much lower fertility rate than the 1900 population and a larger population of elders (much higher survival rate and life expectancy). This represents a near inversion of the 1900 population pyramid.

Becoming the New Utah—Intergenerational Challenges

Utah is in the midst of an unprecedented economic, demographic, and cultural transformation that has its origins in national and international trends. As the state has developed a larger and more diversified economy, it has become more fully integrated into global financial, production, and labor markets. Within the past 30 years and continuing into the new century, Utah has emerged as a destination for those seeking employment

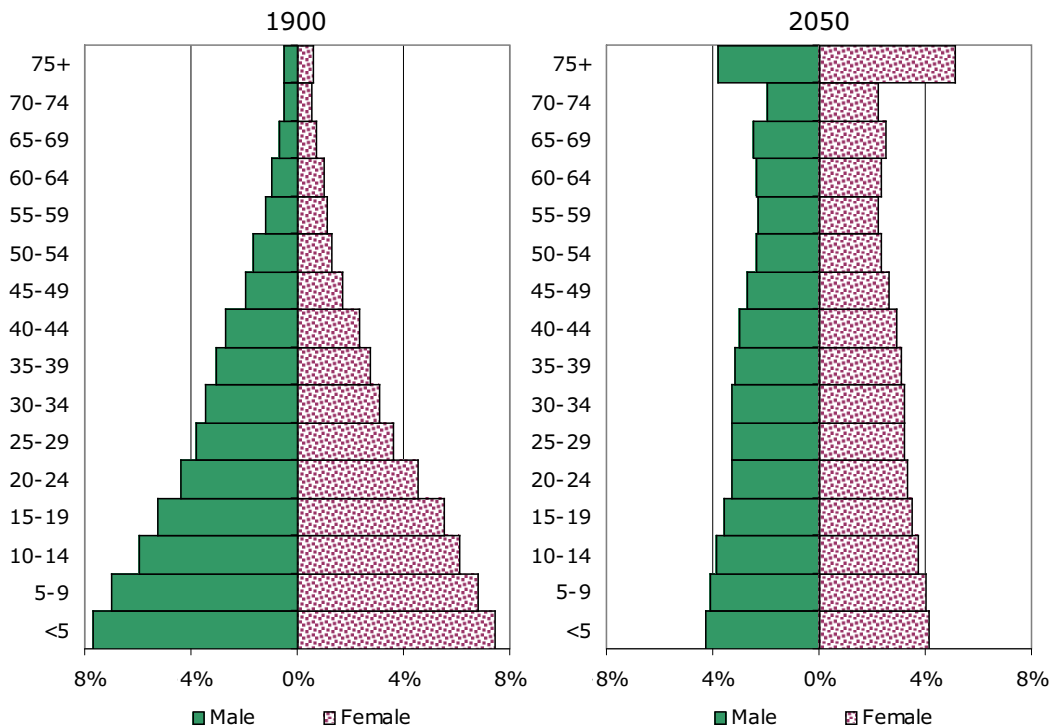
opportunity (both native and foreign born) and increasingly for retiring Baby Boomers. Meanwhile, life expectancy continues to increase. The net result of these trends is that Utah, along with the rest of the nation, is becoming much more culturally,

Figure 15
U.S. Dependency Ratios: 1990–2050



Source: U.S. Bureau of the Census, Population Division, Projections of the Population and Components of Change for the United States: 2010 to 2050, August 14, 2008.

Figure 16
Utah Age and Sex Distributions: 1900 and 2050



Source: U.S. Bureau of the Census, *1900 Census of the Population*; Bureau of Economic and Business Research, University of Utah, 2008 Projection Scenarios for Utah, 5 million population in 2050 baseline, September 2008.

linguistically, ethnically, and racially diverse as well as having a rapidly growing older population. These trends mean that the age structure and ethnic composition of the future population will be significantly different than that of the past.

From 2005 to 2050, immigrants and their children and grandchildren will account for 80 percent of national population growth.²⁹ Of course, we are a nation of immigrants, and all but native populations have immigrated. Depending upon regional differences in economic growth and structural economic changes, as well as internal migration patterns, this contribution in Utah will range from 40 to 60 percent by 2050. Similarly, by 2050, the “minority” share of the U.S. population is projected to reach 54 percent, although the minority share among youth (under 18) is projected to reach 62 percent. Meanwhile, in Utah, the minority share of the population will reach at least 30 percent, and higher if the state generates even more economic opportunity than expected.

Over the next several decades, Utah’s working-age population will be asked to continue supporting the largest number of youth per capita of any state. In addition, they will be asked to support an increasing share of retirees in the population. Once they reach adulthood, the youth of today will carry a much greater demographic burden than their parents’ generation. And these workers and caretakers of tomorrow are currently at the forefront of this increasing wave of ethnic, cultural, and linguistic diversity. These structural demographic changes are occurring within the context of increasing global competition, continued economic

globalization, and the realization of resource and environmental constraints. Adults finance the education of our youth. This intergenerational transfer is an investment in individuals as well as in the future of the community. Eventually these same youth will join the workforce and will contribute to Social Security, Medicare, and other transfers to elders. This too is an intergenerational transfer, and can be viewed as a repayment to the retirees, who had earlier financed their education.³⁰

The extraordinary demographic transformation that is unfolding around us presents significant challenges to the policy makers of today. One thing is clear: planning for the future cannot be based on an obsolete view that the future population is simply a super-sized version of an idealized past. How do we restructure our institutions and communities to not only accommodate but benefit from these changes? How do we reengineer our infrastructure and housing to create a physical environment that is livable, sustainable, affordable, and efficient? How do we prepare the youth of today to be the most productive and creative generation ever? In short, how do we redesign policies and plans to ensure the best possible future for this New Utah? These are the great challenges that we face.

BEER

²⁹ Jeffrey S. Passel and D’Vera Cohn (2008) *U.S. Population Projections: 2005–2050*, Pew Hispanic Center.

³⁰ See Dowell Myers (2007) *Immigrants and Boomers: Forging a New Social Contract for the Future of America*. New York: Russell Sage Foundation.

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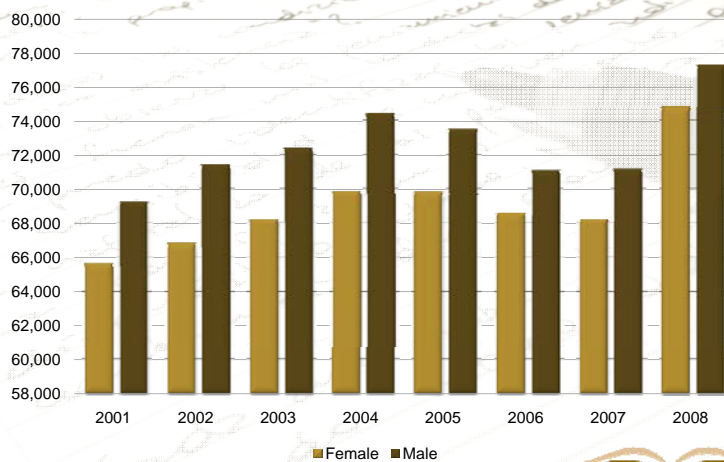
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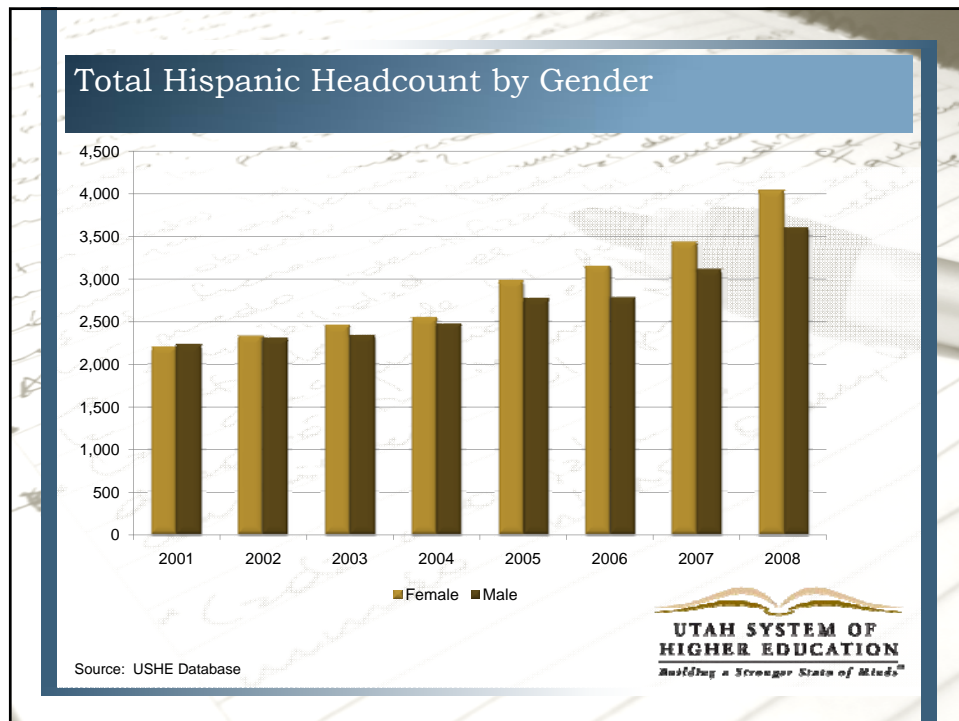
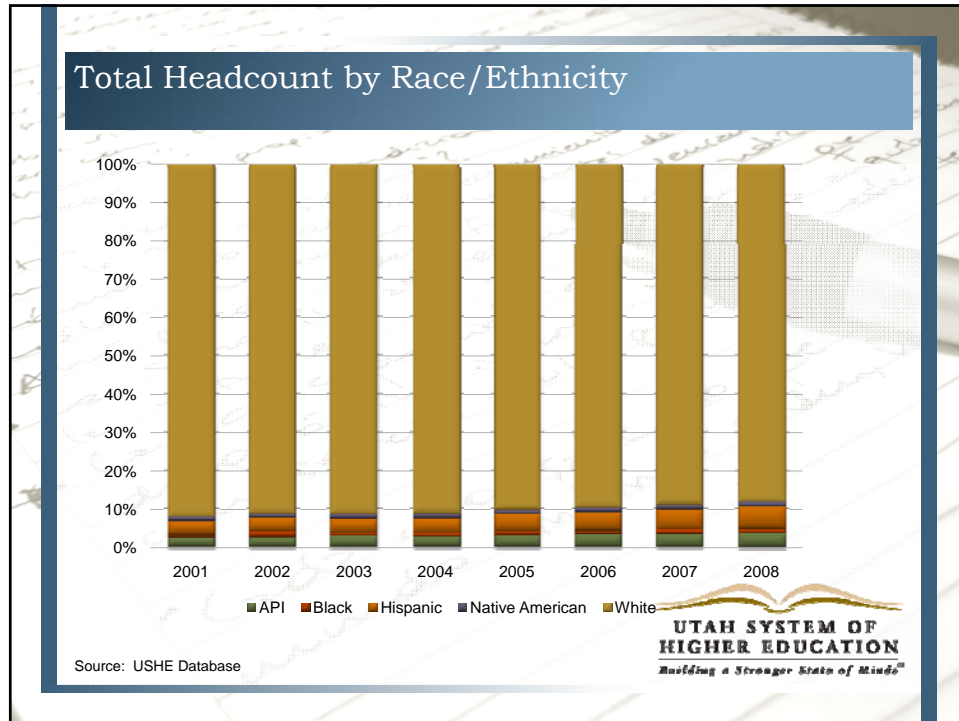


Total Headcount by Gender

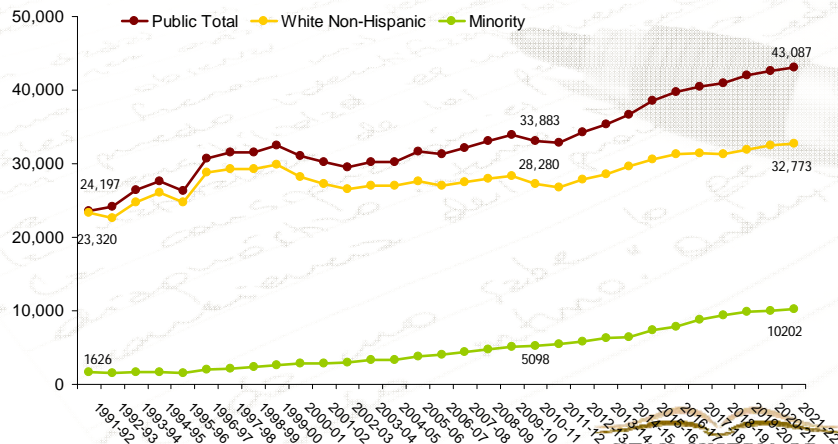


Source: USHE Database





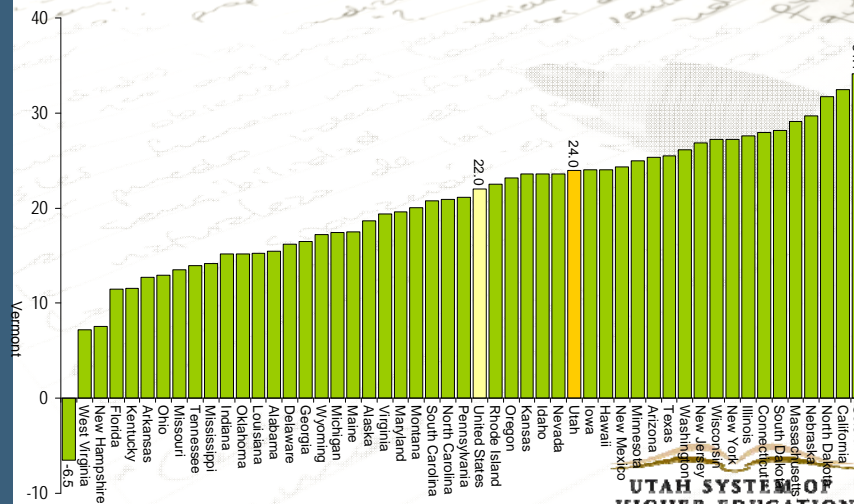
Utah Public High School Graduates by Race/Ethnicity, 1991-2005 (actual) and 2006-2022 (projected)



Dennis Jones, NCHEMS: "Choosing Priorities for Ensuring the Future of Utah" December 11, 2008 Utah Business Roundtable

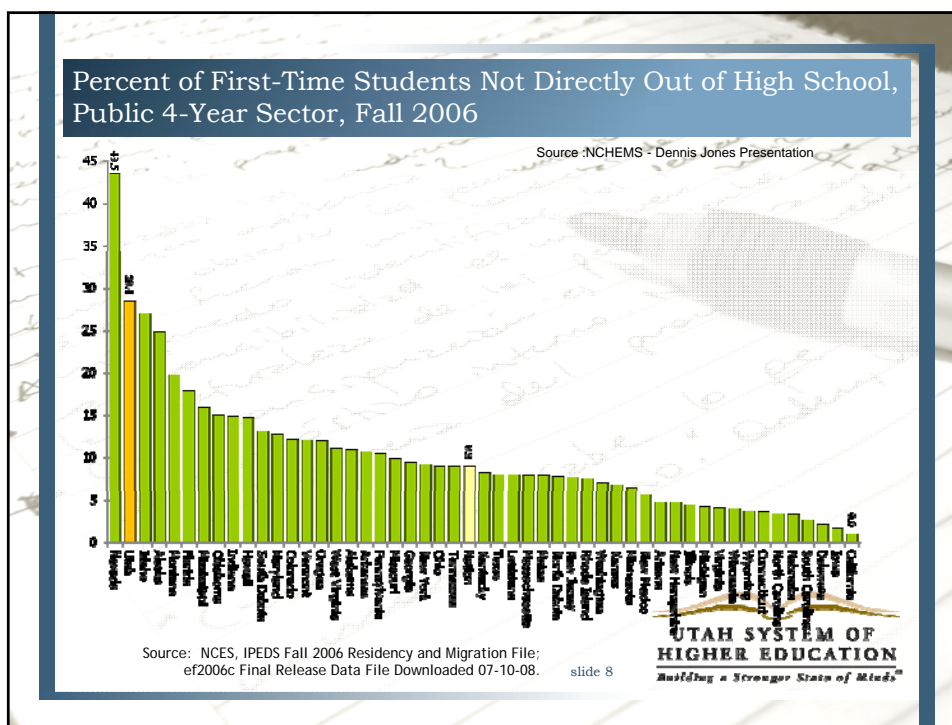
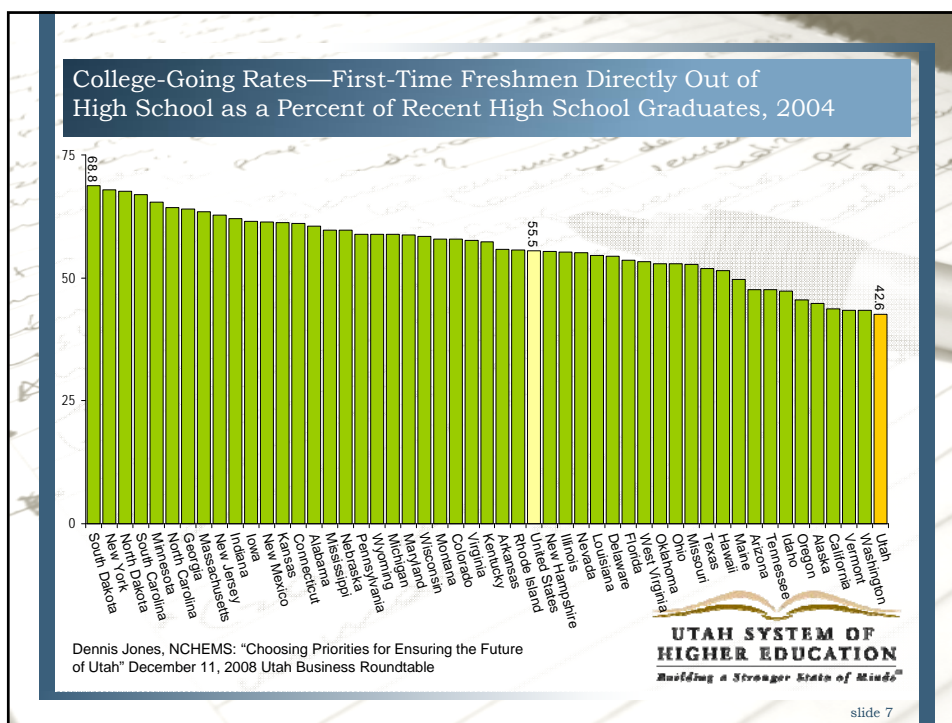
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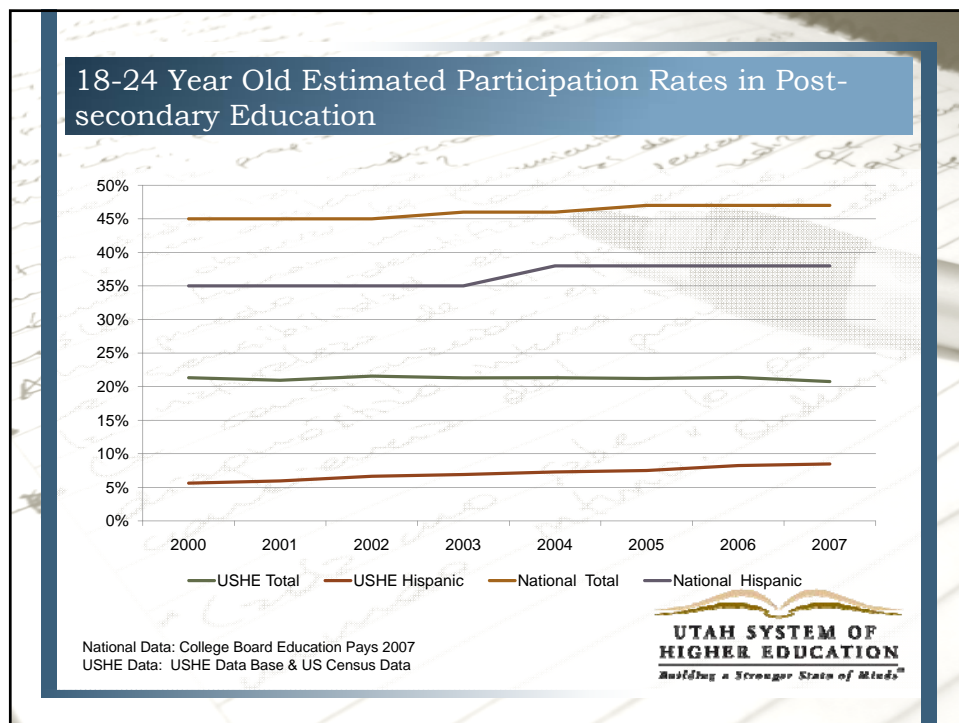
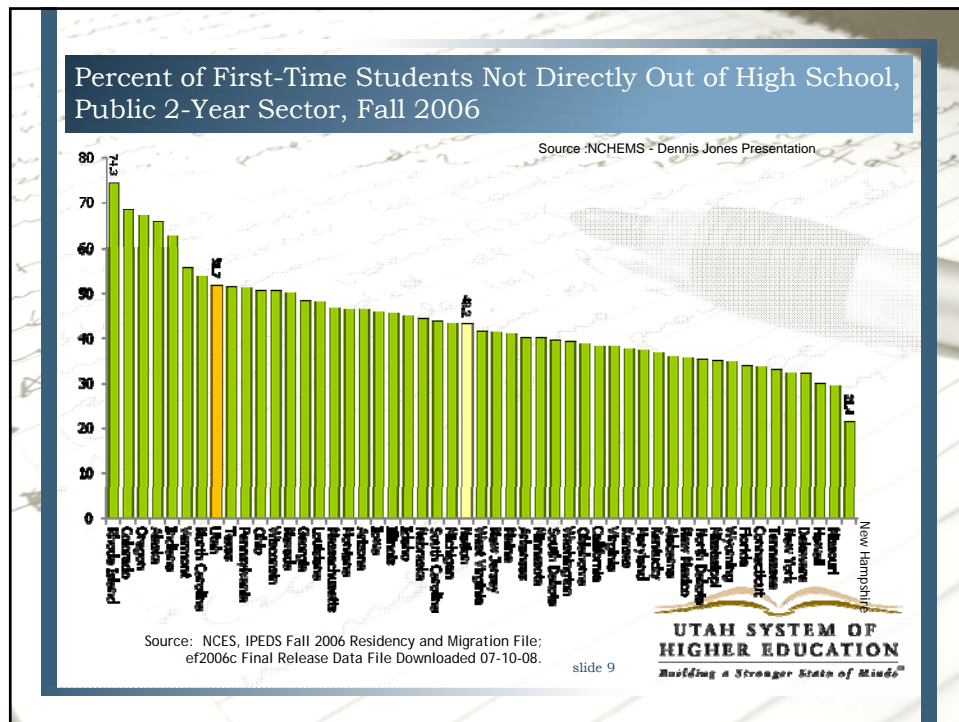
Difference in College Attainment Between Whites and Minorities,* 2006

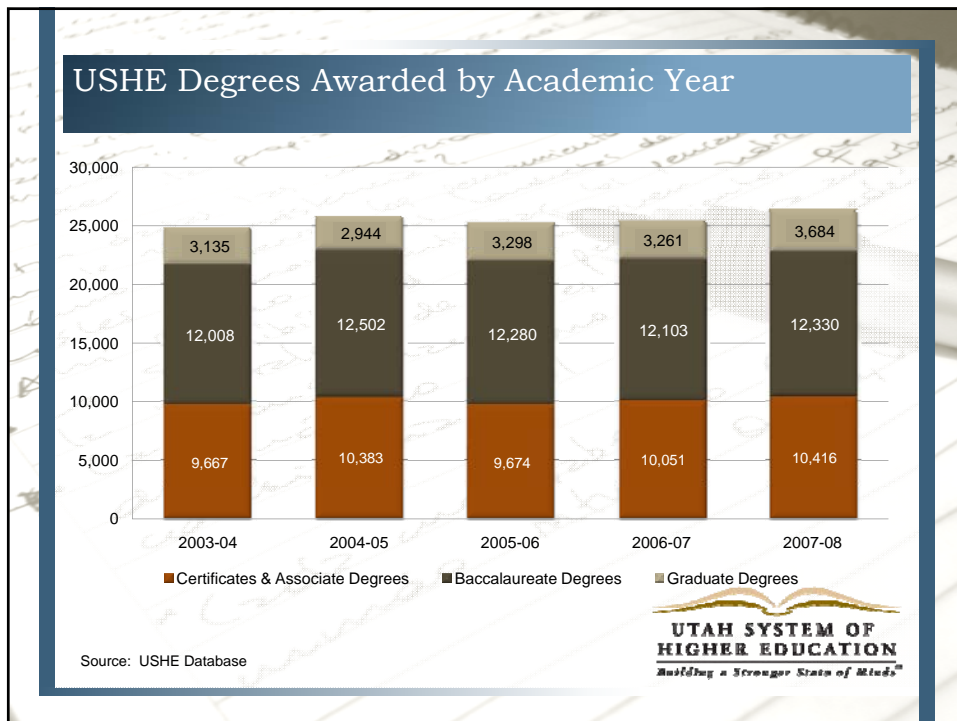
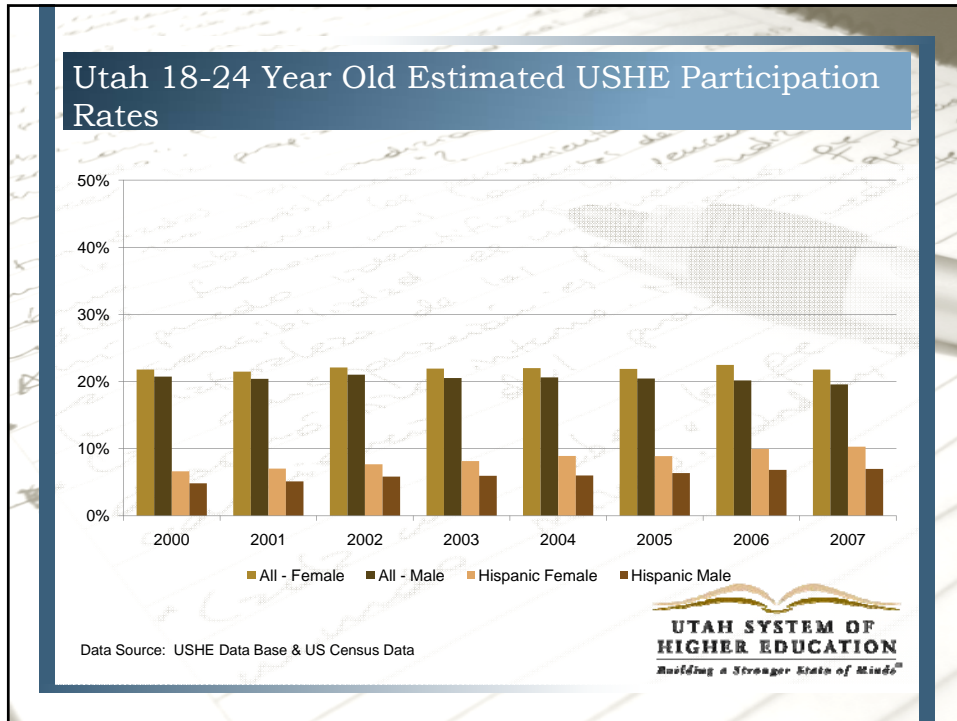


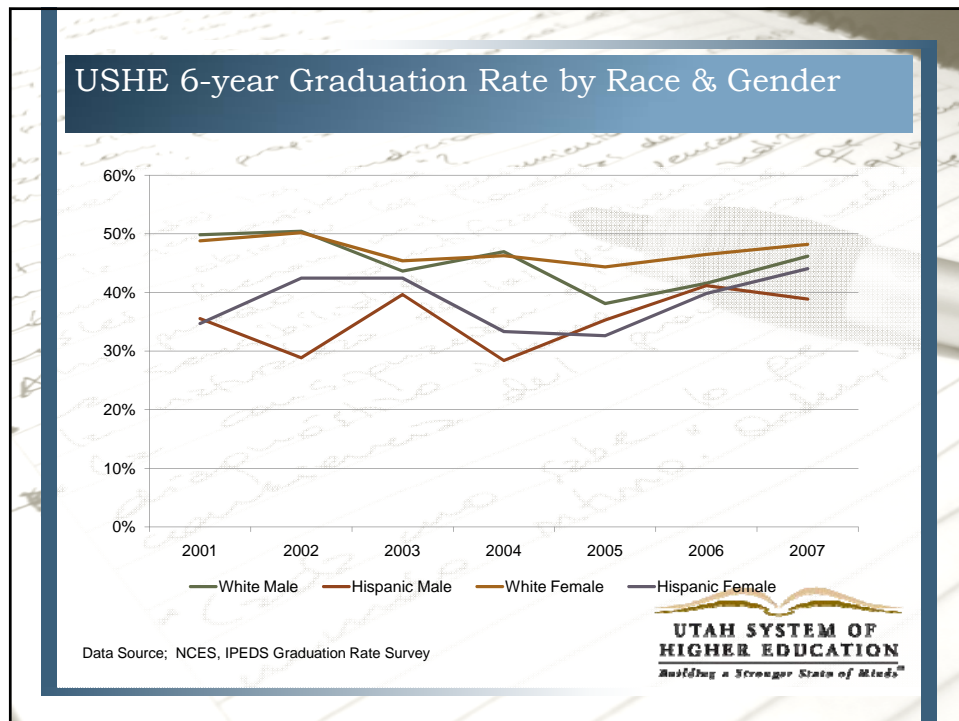
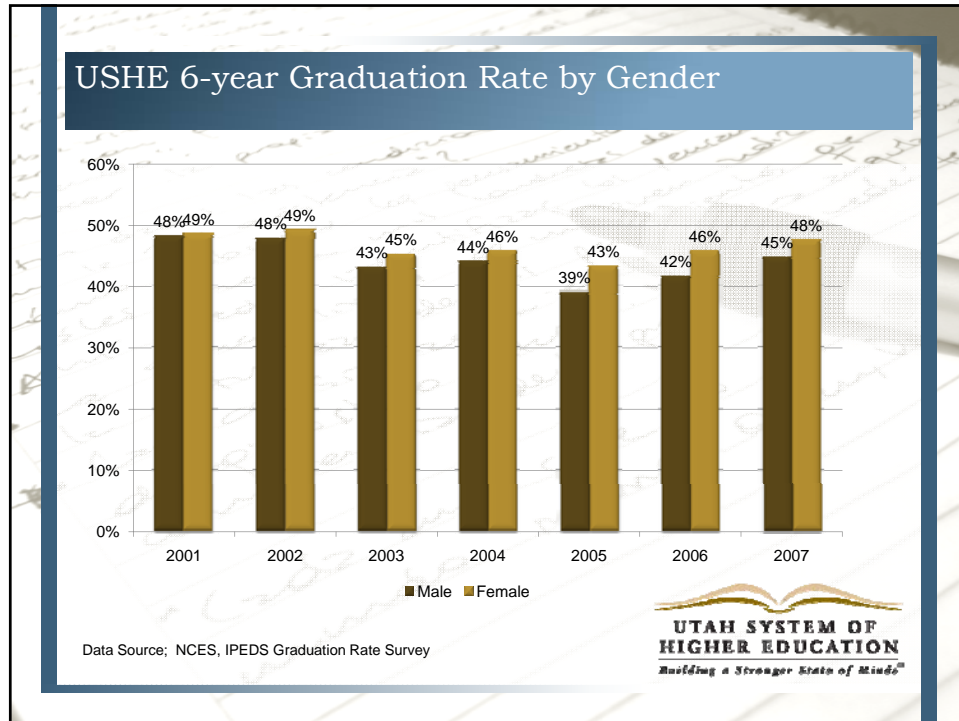
Dennis Jones, NCHEMS: "Choosing Priorities for Ensuring the Future of Utah" December 11, 2008 Utah Business Roundtable

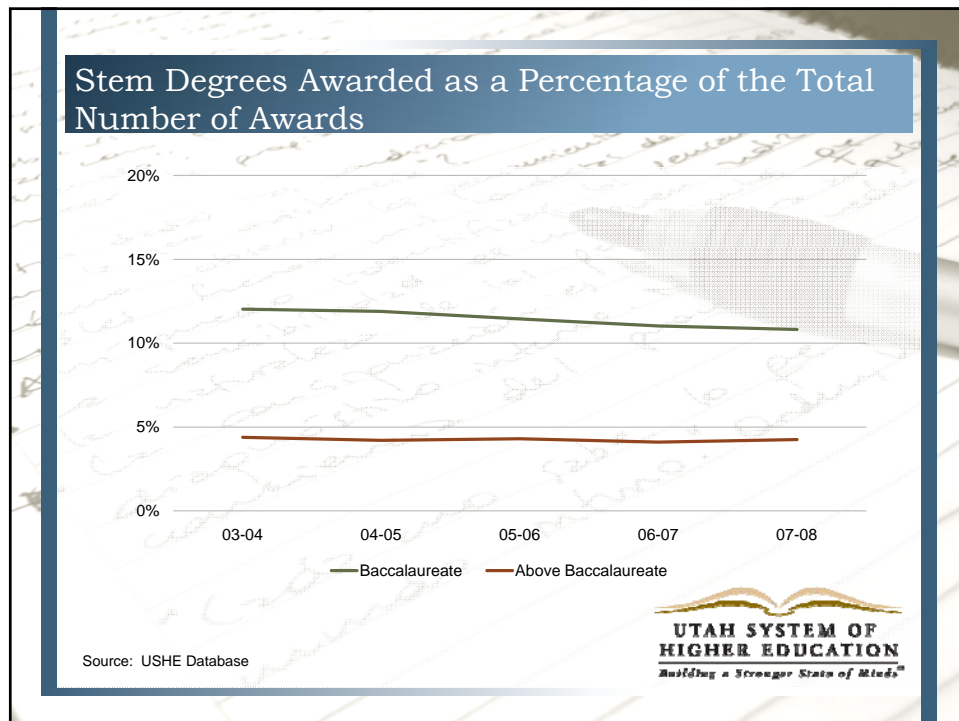
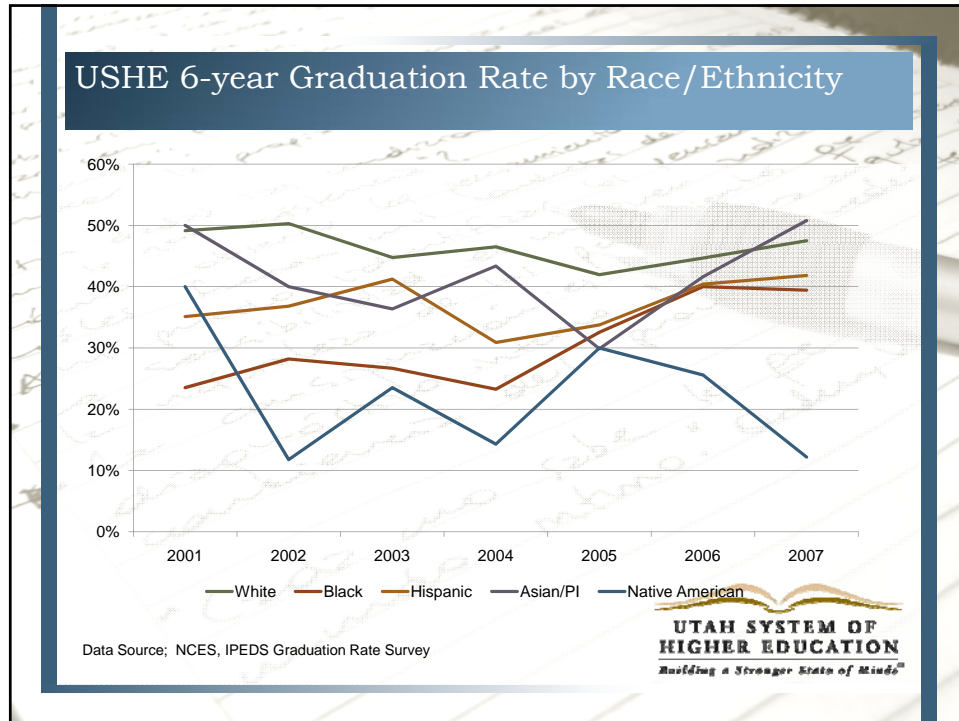
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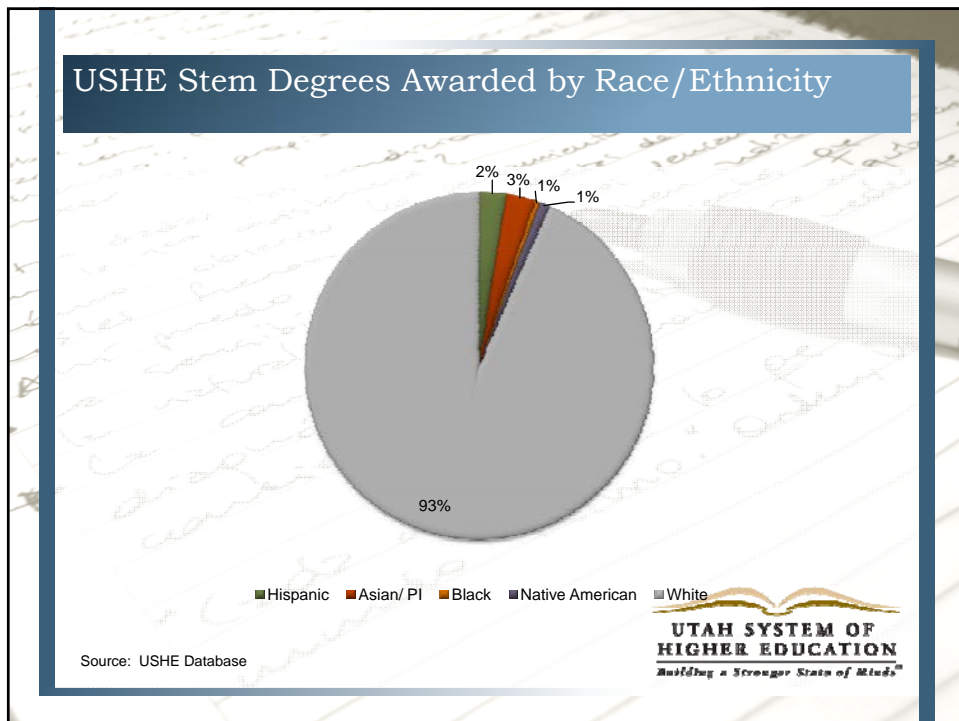
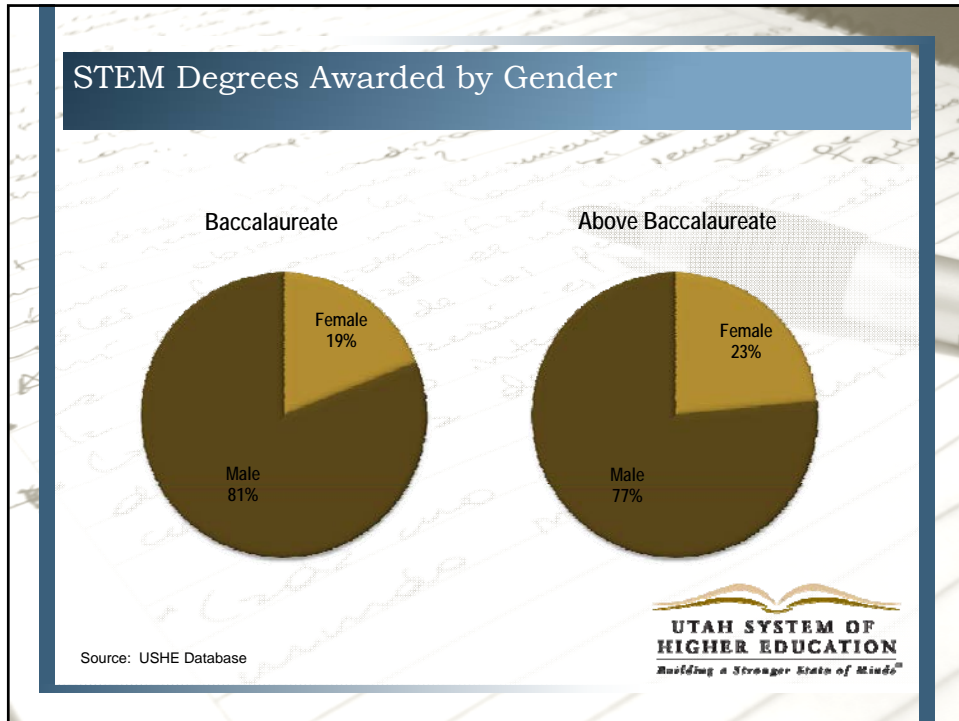








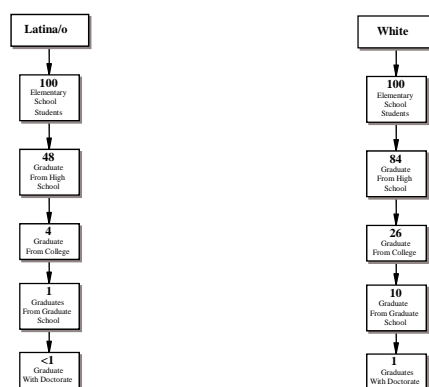




Latina/o Educational Pathways

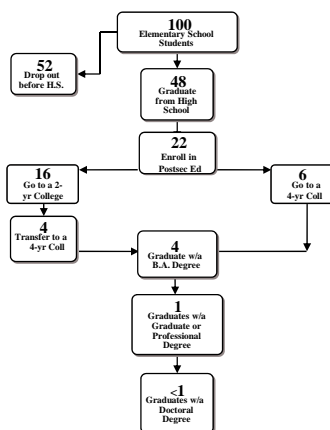
Professor Octavio Villalpando
Associate Vice President for Equity and Diversity
University of Utah
(801) 581-7569
www.diversity.utah.edu

Figure 1
Educational Transition Points for Latina/o and White Students



Sources: Adapted from T. Wilford, M. Rhee, R. Burdette, and D. Solórzano (2006); D. Solórzano, O. Villalpando, and L. Chiquena (2005); and U.S. Census Bureau (2001).

Figure 2
National Profile of the Educational Attainment Pathway of Latinos



Sources: Adapted from T. Watford, M. Rivas, R. Burciaga, and D. Solorzano (2006); D. Solorzano, O. Villalpando, and L. Oseguera, (2005); and U.S. Census Bureau (2001).

March 26, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Strategic Planning Meeting

Issue

The application and implementation of the strategic goals and objectives (as outlined in the "The Future of Higher Education in Utah: Strategic Issues for 2015 and Beyond" document [Tab B] and modified during the morning discussion) may impact each USHE institution differently pending its mission and programmatic offerings. Additionally, there is need to clarify expectations between the Board of Regents, the institutional Boards of Trustees, the Commissioner, and the Presidents as to their respective responsibility to act in achieving each identified common goal and objective.

Background

A *Goal Action Matrix* has been created to facilitate and record group discussions and recommendations pertaining to the identified common goals and objectives as they relate to the approved Board of Regents' strategic goals and objectives. To build institutional networks in fulfilling the strategic goals and objectives, institutions have been divided up into three groups according to institutional mission and degree program offerings. Members of the Board of Regents have been assigned a group and institutional representatives attending the meeting are encouraged to participate in the group discussions with their presidents. Presidents are encouraged to assign a representative of their institution to attend another group's discussion where there is institutional mission overlap. Each group should assign a spokesperson to report back to the Committee of the Whole the group's observations and recommendations.

The following are the assigned groups and Regents representatives:

Group 1: University of Utah, Utah State University
Presidents: Michael Young, Stan Albrecht
Regents: Bonnie Jean Beesley, Katharine Garff, David Jordan, Basim Motiwala, Jed Pitcher
OCHE: Dave Buhler, Carrie Beckman, Teddi Safman

- Group 2: Weber State University, Southern Utah University, Utah Valley University, Dixie State College
Presidents: Ann Millner, Michael Benson, Liz Hitch, Steve Nadauld
Regents: Brent Brown, Nolan Karras, Robert Marquardt, Carol Murphy, Marlon Snow, Jack Zenger
OCHE: Greg Stauffer, Melissa Miller-Kincart
- Group 3: Salt Lake Community College, Snow College, College of Eastern Utah
Presidents: Cynthia Bioteau, Scott Wyatt, Mike King
Regents: Rosanita Cespedes, France Davis, Greg Haws, Meghan Holbrook, Tony Morgan, Teresa Theurer
OCHE: Lucille Stoddard, Joseph Curtin, Gary Wixom

Commissioner's Recommendation

The Commissioner recommends the Board of Regents review the suggested action items from each group discussion to formulate an implementation plan in order to accomplish the Board of Regents' strategic goals and objectives.

William A. Sederburg
Commissioner of Higher Education

WAS:csm



COMMON GOAL OR OBJECTIVE	ACTION STEPS				
	State Board of Regents	Institutional Board of Trustees	Commissioner (OCHE)	President (Institution)	Comments



COMMON GOAL OR OBJECTIVE	ACTION STEPS				
	State Board of Regents	Institutional Board of Trustees	Commissioner	President	Comments



COMMON GOAL OR OBJECTIVE	ACTION STEPS				
	State Board of Regents	Institutional Board of Trustees	Commissioner	President	Comments



COMMON GOAL OR OBJECTIVE	ACTION STEPS				
	State Board of Regents	Institutional Board of Trustees	Commissioner	President	Comments



COMMON GOAL OR OBJECTIVE	ACTION STEPS				
	State Board of Regents	Institutional Board of Trustees	Commissioner	President	Comments



COMMON GOAL OR OBJECTIVE	ACTION STEPS				
	State Board of Regents	Institutional Board of Trustees	Commissioner	President	Comments

March 18, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: R411, Cyclical Institutional Program Reviews – Action Item

Issue

The Commissioner's Academic Affairs staff, working with the USHE Chief Academic Officers (CAOs), have streamlined the "Cyclical Institutional Program Reviews" procedure. The responsibility for reviewing existing programs rests with institutional faculty and administrators. The Cyclical Institutional Program Reviews are approved by the institutional Boards of Trustees, with oversight by the Board of Regents.

Background

After much discussion regarding the program review process, it became apparent that the program review policy needed to be updated. Over the last academic year, discussions have taken place resulting in a proposed revision designed to create a more coherent and easily understandable policy.

Policy Changes

The revised R411 policy includes the following changes:

- The title has been changed from "Review of Existing Programs" to "Cyclical Institutional Program Reviews" to be more explanatory.
- The R411 policy has been changed to more clearly define the review procedure, including internal steps the institutions should follow and who will evaluate the submissions in the Commissioner's office.
- The R411 Review Schedule is now very specific and in its own section.
- The R411 now includes a template to be used when preparing program reviews for the Commissioner. This template replaces the old "list" of information, formerly under the "Procedures" section.
- The template's "Financial Analysis" table is reflective of the financial information requested in the R401.
- Other changes are organizational in nature and only affect the flow and readability of the policy.

Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to the R411 policy, raise issues, and, if satisfied, approve policy R411 as the program review policy for the Utah System of Higher Education.

William A. Sederburg
Commissioner of Higher Education

WAS/AMH
Attachment

R411, Cyclical Institutional Program Reviews¹

Proposed Policy – March 18, 2009

R411-1.Purpose. To provide policy and procedures for the review of existing programs in the Utah System of Higher Education (USHE). The primary purpose for conducting institutional program reviews is to improve the quality of education.

R411-2.References.

- 2.1. Utah Code §53B-16-102, Changes in Curriculum
- 2.2. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.3. Policy and Procedures R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

R411-3.Responsibility. The chief responsibility for reviewing existing programs is assigned to institutional faculty and administrators, and to institutional Boards of Trustees with accompanying Board of Regents' (Regents) oversight. Program review is accomplished through the combined efforts of presidents, vice presidents, provosts, deans, department chairs, and individual faculty so that meaningful change can occur.

R411-4.Review Procedure. Program reviews will be evaluated first by the institutional board of trustees, and then forwarded to the Commissioner of Higher Education and Commissioner's Academic Affairs staff for review by the Regents as an Information Item.

- 4.1. **Submissions.** Institutional Chief Academic Officers (CAOs) shall provide summaries of complete program reviews to the Commissioner's Academic Affairs staff. The summaries should include the reviewers, a program description, faculty and staff data, five year enrollment data, a five year financial analysis, program assessment, and the institution's response. See 7.2 for the template.
- 4.2. **Evaluations.** Program review summaries will be evaluated by the Commissioner's staff who may ask for further information. The staff will prepare program reviews as information items for the Regents' agendas.
- 4.3. **Other Information.** In addition to the completed program review template, institutional CAOs shall provide to the Commissioner's Academic Affairs staff copies of regional and specialized accreditation reports, including focused and interim reports, and other reports as requested.

R411-5.Review Schedule. To ensure a thoughtful and careful examination of each program in the USHE, the following review schedule should be followed as closely as possible. It is recommended that the timing

¹ Approved July 15, 1980; amended September 13, 1983, March 20, 1984, April 11, 1986, November 17, 1989, July 27, 1990, May 29, 1998 and October 27, 2005.

of these reviews should be coordinated with regional and/or specialized accreditation review schedules whenever possible to avoid duplication of effort and/or expense.

5.1. **Doctoral Granting and Master's Universities.** All programs will be reviewed once every seven years.

5.2. **All Other Institutions.** All programs will be reviewed once every five years.

R411-6. Review Committees. Program reviews will be conducted in accordance with procedures developed by each institution consistent with its respective faculty governance system. Departments whose programs are under review shall prepare detailed written materials for review committees based on system and institutional criteria. Review committees for each program should be established that include the minimum of one external consultant, one internal consultant (not affiliated with the program). Additionally, Program Advisory Committee members may be used.

R411-7. Program Review Template. The template specifies the information to be supplied and provides the format to be used when submitting the review for the Regents.

7.1. **General Formatting for Submissions.**

7.1.1. All submissions must be written in a formal style, using third person.

7.1.2. All submissions must be sent to the Commissioner's Academic Affairs staff as an electronic document in Microsoft Word format.

7.1.3. All submissions must use Arial Narrow 12-point font, single-spaced. Remove italics when using templates.

7.1.4. All submissions must have 1" margins.

7.2. **Template.** Information provided should be concise and cover the last five academic years.

Institution, Program Reviewed, and Date Reviewed.

Reviewers: *(Add bullets as needed. Remove italics when using template)*

- *External Reviewer's Name, Affiliation*
- *Internal Reviewer's Name, Affiliation*
- *Other Reviewer's Name, Affiliation*

Program Description: *One to three paragraph description of the program. Remove italics when using template.*

Faculty & Staff: *Current counts of faculty and staff.*

Faculty	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees			
Number of faculty with Master's degrees			
Number of faculty with Bachelor's degrees			
Other Faculty			
Total			

Staff	Full-Time	Part-Time
Administrative		
Secretarial/Clerical		
Laboratory Aides/Instructors		
Advisors		
Teaching/Graduate Assistants		
Other Staff		
Total		

Students: *One paragraph giving current data on market demand or the utility of the degree, how the program accommodates the market, and hiring patterns including local, state, and national trends. Remove italics when using template. "# of Grads Placed" includes job placement or continued education.*

AY	# of Majors	Undergrad Student FTE	Grad Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed

Financial Analysis

Expense	AY	AY	AY	AY	AY
Instructional Costs					
Support Costs					
Other Expenses					
Total Expense	\$ -	\$ -	\$ -	\$ -	\$ -
Revenue	AY	AY	AY	AY	AY
Legislative Appropriation					
Grants					
Reallocation					
Tuition to Program					
Fees					
Total Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Difference	AY	AY	AY	AY	AY
Revenue-Expense	\$ -	\$ -	\$ -	\$ -	\$ -

Program Assessment: *Strengths, weaknesses, and recommendations from the reviewers. Remove italics when using template.*

Institution's Response: *Responses to review committee findings and recommendations. Remove italics when using template.*

R411, Review of Existing Programs

Current Policy as of March 18, 2009

R411-1. Purpose.

To provide policy and procedures for the review of existing programs in the Utah System of Higher Education.

R411-2. References

- 2.1. Utah Code §53B-16-102 (Changes in Curriculum)
- 2.2. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.3. Policy and Procedures R401, Program Approval

R411-3. Policy

- 3.1. Quality - The primary reason for conducting institutional program review is to improve the quality of education.
- 3.2. Responsibility - The responsibility for improving quality must be institution based. It is through the combined efforts of presidents, vice presidents, provosts, deans, department chairs, and individual faculty that meaningful change occurs. Consequently, the primary responsibility for reviewing existing programs is assigned to faculty and administrators at the institution, and to institutional Boards of Trustees with accompanying Regent oversight.
- 3.3. Timing – A cyclical process is recommended in which all programs at doctoral research institutions are reviewed once every seven years. All programs at the remaining institutions are reviewed every five years, thus assuring a thoughtful and careful examination in a timely fashion. It is also recommended timing of these reviews be coordinated with regional and/or specialized accreditation review schedules whenever possible to avoid duplication of effort and expense.
- 3.4. Institutional Review Procedures - Program reviews will be conducted in accordance with procedures developed by each institution consistent with its respective faculty governance system. Review committees for each program are established that include independent membership external to the program being reviewed. Knowledgeable consultants external to the institution are highly recommended. Program Advisory Committee members or others from industry, business, or labor should be included in the review of applied technology programs. Departments whose programs are under review shall prepare detailed written materials for review committees based on system and institutional criteria.
- 3.5. Evaluation Factors – Evaluation factors, both qualitative and quantitative, include: program outcomes and assessment criteria, curricula, students, faculty, staff, equipment, facilities, and other resources. Additionally, reviews shall include an evaluation of the need for and the cost-

effectiveness of the program. Results of former institutional reviews and accreditation findings and recommendations should also be included.

R411-4. Procedures

The following information should be included in program review reports submitted to Boards of Trustees and summarized for the Regents. Data reported reflect five-year trends.

4.1. Internal and External Reviewers

4.1.1. Names and affiliations.

4.2. Program Description

4.2.1. Degrees, certificates, and/or other credentials.

4.2.2. Support function or interaction with other programs.

4.2.3. Outreach efforts.

4.3. Faculty

4.3.1. Tenure-track faculty.

4.3.2. Contract faculty headcount and FTE.

4.3.3. Adjunct faculty and graduate assistants FTE.

4.3.4. Faculty-student ratios.

4.3.5. Faculty credentials, rank, and diversity information.

4.3.6. Student credit hours produced per full-time equivalent faculty.

4.4. Staff

4.4.1. Headcount and FTE.

4.5. Students

4.5.1. Student credit hours generated.

4.5.2. Number of majors in program for review period.

4.5.3. Enrollment and attrition trends.

4.5.4. Graduation and retention rates.

4.5.5. Student placement rates and salary data if available.

4.5.6. Transfer data.

4.6. Program Costs

4.6.1. Instructional costs.

4.6.2. Support costs.

4.7. Program Assessment

4.7.1. Examples of goals, measurements, impact.

- 4.7.2. Strengths, weaknesses, and recommendations.
- 4.7.3. Responses to review committee findings and recommendations.

R411-5. Monitoring

5.1. Ongoing Monitoring of Institutional Program Reviews by USHE Institutions and the Office of the Commissioner—The Council of Chief Academic Officers, the Office of Academic Affairs, the Commissioner of Higher Education, and the Board of Regents shall monitor institutional program review procedures and results.

5.1.1. Institutional CAOs shall provide summaries of the annual results of program reviews to the Office of Academic Affairs. The summaries should include institutional procedures, major findings, five year enrollment and budget data, all recommendations, and significant issues.

5.1.2. Program review summaries should be reviewed by the Office of Academic Affairs. These summaries will be brought to the Regents as information items. Any serious issues will be identified and may be subject to possible subsequent action.

5.1.3. In addition to review summaries, institutional Chief Academic Officers shall provide to the Office of Academic Affairs copies of regional and specialized accreditation reports, including focused and interim reports, and other reports as requested.

(Approved July 15, 1980; amended September 13, 1983, March 20, 1984, April 11, 1986, November 17, 1989, July 27, 1990, May 29, 1998 and October 27, 2005.)

March 18, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University–Bachelor of Science in Construction Management–Action Item

Issue

Utah Valley University requests approval to offer a Bachelor of Science Degree in Construction Management, effective Fall Semester 2009. This program was approved by the UVU institutional Board of Trustees on November 13, 2008, and approved by the Regents Program Review Committee on March 9, 2009.

Background

The Bachelor of Science Degree in Construction Management has been designed to provide students a strong foundation that prepares them for jobs managing construction projects and processes. The program provides courses in construction management and construction science with a focus on heavy civil, commercial, as well as residential developments.

The proposed degree was developed in response to a growing need for construction managers, nationally and throughout the state of Utah. Construction projects and management methods have increased in complexity. The construction industry is in need of managers who have been trained to enter the field with a greater level of sophistication. An indicator of this need is a generous donation from the Clyde Companies, Inc. to assist in funding a degree that would respond to the pressing need for managers of heavy civil and commercial construction projects. A degree in Construction Management will also strengthen the current construction technologies programs offered at UVU with an increased emphasis in the management aspects of the industry.

Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal, have given input, and are supportive of Utah Valley University offering this degree.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Utah Valley University request to offer a Bachelor of Science in Construction Management, effective Fall Semester, 2009.

William A. Sederburg, Commissioner

WAS/GW
Attachment

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

Bachelor of Science in Construction Management

Utah Valley University

Prepared for
William A. Sederburg
By
Gary Wixom

March 18, 2009

SECTION I: The Request

Utah Valley University (UVU) requests approval to offer a Bachelor of Science degree in Construction Management effective Fall Semester 2009. This program was approved by the institutional Board of Trustees on November 13, 2008.

SECTION II: Program Description

Complete Program Description

The Bachelor of Science Degree in Construction Management has been designed to provide students a strong foundation in Construction Management that prepares them for jobs managing construction projects and processes. The program provides courses in construction management and construction science with a focus on heavy civil, commercial, as well as residential developments. Students will learn about construction materials and methods through the use of readings, 3-D models, hands-on laboratory exercises, and site visits. Construction management courses in estimating and scheduling are also provided along with a strong background in mathematics, computer technology, business and other general education subjects. A job site and safety course is required so students can learn to manage productivity and implement safety plans at construction sites. The curriculum was designed following competency recommendations from the U.S. Department of Labor, an industry survey of 128 construction managers in the intermountain west, as well as ACCE accreditation requirements.

The program will include 35 credit hours of general education requirements as well 81 credit hours of core courses (See Appendix A). Students must also complete six credit hours of upper division elective courses from the Woodbury School of Business, Technology Management or other upper division Technical Specialty course as approved by the department chair.

Purpose of Degree

This degree was developed in response to a growing need for construction managers, nationally and throughout the state of Utah. Construction projects and management methods have increased in complexity. The construction industry is in need of managers who have been trained to enter the field with a greater level of sophistication. An indicator of this need is a generous donation from the Clyde Companies, Inc. to assist in funding a degree that would respond to the pressing need for managers of heavy civil and commercial construction projects. A degree in Construction Management will also strengthen the current construction technologies programs offered at UVU with an increased emphasis in the management aspects of the industry.

The expected outcomes of the baccalaureate degree in Construction Management are that students will be well prepared for supervisory and project management positions related to the construction field.

Institutional Readiness

This degree will be administered by an existing department, Construction Technologies, with a department chair and administrative assistant in place and hence will not require any additional administrative structures. Additional funding will be required to support the new degree to cover full-time and adjunct instructors. A long-time, successful AAS Degree program in Building Construction provides some experienced faculty, some existing courses, and a program that will continue with its emphasis on residential building technology. Upper division business and technology courses will include existing courses taught in the Technology Management department and the Woodbury School of Business.

Faculty

The Construction Technologies Department currently has six full-time tenure-track faculty members and nine adjunct instructors involved in teaching the existing AAS Degrees in Construction Management and Building Construction. This new BS degree will utilize a few of the courses currently taught by these instructors, but will require new faculty to teach the construction management courses. An additional faculty has been hired to begin teaching courses in the AAS Construction Management degree and will teach additional courses in the new BS degree subject to approval. The plan is to hire another new full-time faculty to start teaching in Fall Semester 2009. Where needed, the department will also hire additional adjunct instructors. These new faculty will be expected to have the expertise required for teaching in the new degree as part of their hiring qualifications. Initially, the percentage of adjuncts utilized in the program will be low and as enrollments increase, the percentage of adjunct faculty will increase to no more than fifty percent. These adjuncts will most likely be construction managers themselves and will possess the required knowledge and skills to teach in the new program.

Please indicate the number of discipline specific faculty and level of preparation of the faculty who will support the program. Tenure includes already tenured and tenure-track.

Number of faculty with Doctoral degrees	Tenure	2*	Contract	Adjunct	
Number of faculty with Master's degrees	Tenure	1	Contract	Adjunct	2
Number of faculty with Bachelor's degrees	Tenure	2	Contract	Adjunct	1
Other Faculty	Tenure	1	Contract	Adjunct	

*Please note: Two full-time tenure track faculty are active doctoral candidates (ABD) and are expected to fulfill all requirements for graduation by the end of July, 2009.

Staff

No new staff positions are anticipated during the first five years of this degree. As can be seen in the "Student Advisement" section, the advising load can be absorbed by the existing department advisor.

Library and Information Resources

Library support is currently available in the new Digital Learning Center at UVU. Computer lab facilities as well as open lab areas have been established in the Computer Science building. The lab serves the current AAS in Building Construction as well as the AAS in Construction Management. At this time, the lab is sufficient to accommodate 26 students and is able to serve the new program as well as the current program. Additional software needs and computer upgrades have taken place to accommodate the increased needs for the AAS in Construction Management. Construction Management students will also have access to open lab space and additional specialized stations have been set up and reserved for Construction Management students with dual monitors for specialized software applications used in the construction industry.

Admission Requirements

Admission requirements for the new degree will be the same as those required to enter UVU however, many of the courses require math and/or computer courses or successfully passing proficiency tests. Some students may require additional time to improve math and computer skills in order to advance to higher-

level courses in the program. Additional information on prerequisites can be found in the course descriptions listed in this document. As the program grows, requirements to satisfy math and computer skills may be implemented prior to acceptance into the new Construction Management program.

Student Advisement

The Construction Technologies Department currently has a full-time advisor residing in the Advising Center for the School of Technology & Computing. It is expected that this same advisor will be able to handle advising duties for this new degree.

Justification for Number of Credits

This proposal is for a BS degree requiring 123 credits which is within the 120-126 credit range of the Regents' policy. The credit hours also satisfy all of the general educational requirements at UVU as well as the competency requirements as outlined for ACCE accreditation, which were used in program development as a guide.

External Review and Accreditation

A team of faculty members at UVU did extensive research in developing this new degree. Numerous (128) construction professionals in Utah and throughout the west were contacted in person or by survey to provide input and advice about the curriculum and operation of this new degree. Visits to construction management programs offered by other Universities included professors Steve Peterson and Chris Soelburg at Weber State University and Jay Christofferson, Jay Newitt and Kevin Miller at Brigham Young University. Other universities were contacted to discuss the strengths of their programs. The same universities offered suggestions of what changes they would make if they had the opportunity to do so. Suggestions on industry trends and technology advances related to the construction industry were also considered in developing the curriculum.

This degree was designed following the American Council for Construction Education (ACCE) accreditation standards. Once the BS degree in Construction Management is approved then both the AAS and the BS degrees will seek ACCE accreditation around 2010.

Projected Enrollment

The following table is based on the number of Construction Management courses planned and the projected enrollments in these courses.

Year	Student Headcount	# Faculty	FTE	Student-to-Faculty Ratio	Accreditation Req'd Ratio
2009	35	1.5	16.92	11.28 : 1	N/A
2010	77	3	32.95	12.97 : 1	N/A
2011	85	3	35.83	13.42 : 1	N/A
2012	85	4	35.83	13.42 : 1	N/A
2013	85	4	35.83	13.42 : 1	N/A

Expansion of Existing Program

This new degree builds on the foundation laid by our current AAS Degree in Building Construction. The primary focus of the AAS Degree in Building Construction is on residential construction with a hands-on building approach. There are currently 122 students enrolled in this program. Students wishing to earn a Baccalaureate Degree can complete their studies through the BS Degree in Technology Management with a specialization in Building Construction. There are currently 168 students enrolled in this BS degree program. The new Construction Management BS degree will focus on the increasingly sophisticated management methods of heavy civil, commercial construction and residential development. The curriculum approach in the BS Degree in Construction Management will focus on utilizing management tools and techniques rather than the hands-on applications used in residential construction. Hands-on experiences will be provided through the Materials and Methods courses. Additional hands-on experience will come from internships, externships and work experience in the construction field. The AAS in Construction Management that began Fall Semester 2008 had 40 students enrolled. Enrollment for Spring Semester 2009 has reached 65 students and appears to be supplementing and enhancing rather than detracting from the enrollment in the other Construction Technology programs offered at UVU. The combination of these degrees will provide our students with better educational options for their desired career in the construction industry.

SECTION III: Need

Program Need

This program will help mitigate concerns over a critical shortage of skilled commercial and heavy civil construction managers at a time when the state is planning to invest billions of dollars in infrastructure upgrades including that of I-15 and the new commuter rail developments. Contributing to the shortage, the construction managers in Utah and nationally average 47 years of age according to a recent study conducted by the U.S. Department of Labor. The same study indicates that employment of construction managers is projected to increase by 16 percent during the 2006-16 decade, faster than the average for all occupations.

The increasing complexity of construction projects will also boost demand for specialized management-level personnel within the construction industry. Sophisticated technology and the proliferation of laws setting standards for buildings and construction materials, worker safety, energy efficiency, environmental protection, and the potential for litigation have further complicated the construction process. Advances in building materials and construction methods; the need to replace portions of the nation's infrastructure; and the growing number of multipurpose buildings and energy-efficient structures will further add to the demand for more construction managers.

Developing a BS Degree in Construction Management at UVU has taken on new significance for many construction employers based on the increasing work and shrinking supply.

Labor Market Demand

The U.S. Department of Labor conducted a study that indicates that employment of construction managers is projected to increase by 77,000 jobs (16 %) during the 2006-16 decade, faster than the average for all occupations. The increasing complexity of construction projects will also boost demand for specialized management-level personnel within the construction industry. This proposed degree program will especially help mitigate concerns, especially from the heavy civil construction sector, over a critical shortage of skilled construction managers at a time when UDOT is planning to invest billions of dollars in infrastructure

upgrades from 2009-2014 including that of I-15 and the new commuter rail developments. According to a report released in December 2008, Utah currently leads the nation in terms of the amount of funding allocated for heavy civil projects for the next 15 years (ENR, 2008). As further evidence of this need, the Clyde Companies have recently donated one million dollars to assist in the funding requirements to initiate this program.

According to the [U.S. Bureau of Labor Statistics](#)

- Excellent employment opportunities for construction managers are expected through 2016 because the number of job openings will exceed the number of qualified individuals seeking to enter the occupation.
- This situation is expected to continue even as college construction management programs expand to meet the current high demand for graduates.
- The increasing complexity of construction projects is boosting the demand for management-level personnel within the construction industry.
- Sophisticated technology and the proliferation of laws setting standards for buildings and construction materials, worker safety, energy efficiency, and environmental protection have increased the need for construction industry specific education.
- Advances in building materials and construction methods.
- The need to replace portions of the Nation's aging infrastructure and highway system.
- The growing need for energy-efficient structures will further add to the demand for more construction managers.

The U.S. Bureau of Labor Statistics also states that prospects for individuals seeking construction manager jobs in construction management, architectural and engineering services, and construction contracting firms should be best for persons who have a bachelor's or higher degree in construction science, construction management, or civil engineering.

Student Demand

The current strength of the Technology Management Program at UVU is a good indication of student demand for management skills in addition to technical skills. This program has grown an average of ten percent per year for the past five years and currently has 168 students enrolled in the Technology Management BS with the Building Construction emphasis. Most two-year building construction students surveyed indicated that they have a high degree of interest in construction management. While the new degree in Construction Management may attract some students from the existing Building Construction and Technology Management programs, the intent is to attract those students to the new program who have more extensive mathematical, computer, and problem-solving skills and an interest in managerial positions construction rather than the skilled trades.

A survey of our current BS Technology Management students with a construction emphasis indicated that if they were starting over, twenty percent of them would choose the new CM AAS Degree with the intent of continuing on to a BS Degree in Construction Management. This equates to about 10 FTE students.

Similar Programs

Both Weber State University (WSU) and Brigham Young University (BYU) have existing Construction Management BS Degrees. WSU also has an AAS in Construction Management. SUU has both AAS and BS degrees in construction technologies. They are not ACCE accredited programs and are more similar to the current Building Construction programs offered at UVU. The new degree BS degree in Construction Management at UVU will be the first in the state with a primary focus on heavy civil construction management needs. The donation from the Clyde Companies, Inc. is a good indication of the pressing demand for construction managers in addition to those being produced at the other institutions.

Collaboration with and Impact on Other USHE Institutions

Discussions with Construction Management professors Steve Peterson and Chris Soelburg at Weber State University and Jay Christofferson, Jay Newitt and Kevin Miller at Brigham Young University have been held regarding this new degree at UVU. Both of these programs were eager to provide input about their programs and construction management ideas. This cooperation by these schools is a good indication that they both recognize the need for more construction managers than they are currently producing.

Benefits

Students, UVU, and USHE are benefited when the students improve their lives and become dedicated alumni. In addition, the prompt response in implementing this degree sends a strong message to the community that UVU and USHE are responsive to the needs of businesses in the region. This will strengthen the image of the institution and allow UVU to fulfill its mission of collaboration and community engagement. In addition, graduates from this program will be in a position to support the successful implementation of future rail, highway, and other heavy civil construction and commercial construction projects currently planned by the state and in the state.

Consistency with Institutional Mission

UVU has its roots in technology and the trades. The institution's current mission continues to include these roots while adapting to changes in demand, and one of its primary goals is to provide successful programs in these areas. This degree program is designed to "prepare professionally competent people of integrity" to "serve as stewards" of the "globally interdependent" construction industry. Because of the lack of a construction management degree in public higher education, many local students have been required to go elsewhere for the education or choose a major other than the one they preferred. This degree program is in alignment with the UVU mission statement and "provides opportunity, promotes student success and meets regional education needs." The program will allow students to remain in the area, continue their education, and improve their lives and the local economy.

SECTION IV: Program and Student Assessment

Program Assessment

The primary goals of the program are to provide an avenue for individuals interested in construction management to pursue a college education. The BS degree in Construction Management is designed to prepare graduates for managerial positions in the construction industry. UVU intends to track each student in the program to assess their academic and career advancement. UVU will measure the following:

Number of students who have:

- Dropped before completing the AAS Degree and reasons why.
- Completed the AAS Degree and found or did not find employment.
- Continued on to work on a BS Degree in Construction Management.
- Dropped before completing a BS Degree and reasons why.
- Completed a BS degree and found or did not find employment.

In addition to student assessments, the program will follow the Institutional Effectiveness program including program assessment every two years as well as the Regents' 3-year follow-up report, Trustees 5-year program review and program review through NW accreditation. Faculty in the Construction Management program will include ongoing training to improve their skills. Training will be part of their rank and tenure documents as well as their yearly faculty plan. Continuing education will be in alignment with strategic program goals and approved by the department chair as well as the dean.

Expected Standards of Performance

Standards and Competencies

Students will have a solid understanding of construction science in heavy civil and commercial construction areas including the following:

- Construction Documents
- Surveying
- Construction Tools and Equipment
- Construction Codes and Standards
- Construction Graphics and Models
- Construction Estimating and Cost Control
- Construction Scheduling Methods and Project Management Applications
- Construction Materials and Methods
- Construction Materials Testing and Materials Performance Analysis
- Construction Systems
- Construction Quality and Safety

Students will demonstrate a basic understanding of construction management principles and practices evidenced by successfully completing courses focused on the following competencies:

- Construction Estimating and Bidding
- Construction Scheduling
- Construction Cost Control
- Construction Operations Management
- Construction Safety and Job Site Management

Students will have a foundational understanding of the following basic business practices evidenced by successfully completing courses in:

- Economics
- Accounting
- Business Computer Proficiency
- Business Communications
- Business Management

Human Resources Management

Students will have a strong foundation in mathematics and science evidenced by successfully completing courses in:

- Algebra
- Trigonometry
- Statistics or Quantitative Reasoning
- Physics
- Geology
- Biology

Students will demonstrate verbal and written communication skills.

These high-level competencies were developed by existing Construction Management faculty after reviewing ACCE accreditation requirements and existing construction management academic programs.

Construction Science and Construction Management skills will be assessed through a major project in the Construction Estimating class during the final term of the degree and by participation in regional competitions. Business, math, and science competencies will be assessed by successful completion of the courses or through a competency exam. Verbal and written communication skills will be assessed as part of student reports and presentations at the end of the term project mentioned above. Overall GPA must be a 2.0 or better. Students must earn a minimum C- or better on any core requirements. Finally, overall program knowledge and supervisory skills will be assessed as part of the Cooperative Work Experience/Internship class requirement at the end of the program.

SECTION V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	16.92	32.95	35.83	35.83	35.83
Cost Per FTE	\$7,892	\$5,915	\$5,715	\$5,930	\$6,154
Student/Faculty Ratio	11.28	12.97	13.42	13.42	13.42
Projected Headcount	35	77	85	85	85
Projected Tuition					
Gross Tuition	\$53,930	\$105,045	\$114,237	\$114,237	\$114,237
Tuition to Program	\$4,411	\$16,397	\$19,141	\$19,427	\$19,724
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	\$82,500	\$123,678	\$130,948	\$136,185	\$141,633
Benefits	\$42,000	\$59,223	\$61,839	\$64,312	\$66,885
Total Personnel	\$124,500	\$182,901	\$192,786	\$200,498	\$208,518
Current Expense	\$7,000	\$10,000	\$10,000	\$10,000	\$10,000
Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Capital	\$0	\$0	\$0	\$0	\$0
Library Expense	\$0	\$0	\$0	\$0	\$0
Total Expense	\$133,500	\$194,901	\$204,786	\$212,498	\$220,518
Revenue					
Legislative Appropriation	\$86,539	\$90,001	\$93,601	\$97,345	\$101,238
Grants & Contracts					
Donations					
Reallocation	\$42,550	\$88,504	\$92,044	\$95,726	\$99,555
Tuition to Program	\$4,411	\$16,397	\$19,141	\$19,427	\$19,724
Fees					
Total Revenue	\$133,500	\$194,901	\$204,786	\$212,498	\$220,518
Difference					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0
Comments					
<p>UVU does not allocate tuition revenues directly to any program. The projected gross tuition would only be available when UVU's total enrollments are increasing. A portion of the \$10 million UVU received for university transition was to support new and proposed academic programs. A new faculty position to support the BS in Construction Management was allocated and hired from those funds beginning in 2008-09. An additional faculty member has been reallocated within Technology & Computing to support the program and that position is currently being searched. Neither of these positions has been impacted by the state tax fund reduction within UVU.</p> <p>UVU has agreed to a generous donation agreement of \$1,000,000 by the Clyde Companies, Inc. This donation is intended in part to fund equipment, lab improvements, scholarships and/or other costs or fees, as determined by the University in creating and developing a quality Construction Management program that emphasizes heavy civil construction. This donation supports the need for graduates trained in construction management. Expenditures of this donation have already occurred in order to renovate space, purchase equipment, etc. Because these expenditures are pre-First year of the program, they have not been included in the program budget. The program's operating budget does not rely on donated funds.</p>					

Funding Sources

As outlined and noted above, the program has been funded through reallocation from a low-enrolled program within the School of Technology and Computing, new funding from the University's \$10 million appropriation, and from enrollment growth tuition. If the program enrollments/costs exceed projections, a formal request will be submitted through UVU's Planning, Budgeting and Accountability process in order to meet increased student needs and demand.

In addition, the donation from the Clyde Companies will support the new program with a new computer laboratory and associated software, with a hands-on construction laboratory, and with student recruiting efforts.

Reallocation

A portion of the program has been funded through reallocation from a low-enrolled program within the College of Technology and Computing. Specifically, one of the faculty positions has been funded from the reallocation of a vacant faculty position in Cabinetry and Architectural Woodworking, which is a program experiencing lower enrollment.

Impact on Existing Budgets

There may be a need for better-enrolled sections or possibly additional sections in some accounting, art, economics, and engineering graphics and design courses. Any additions may increase their adjunct faculty expenses, but their budgets can currently absorb this cost.

Appendix A: Program Curriculum

New courses to be added in the next 5 years:

Course Number	Title	Credit Hours
CMGT 3010	Construction Materials Testing	3
CMGT 3020	Analysis and Design of Construction Systems	3
CMGT 3030	Principles of Construction Estimating	4
CMGT 399R	Student Professional Organization – (0.5 credits per semester. Must be repeated during each year of study for a maximum of two (2) credits toward graduation).	2
CMGT 4010	Construction Documents	3
CMGT 4500	Senior Capstone Project	3
CMGT 459R	Current Topics in Construction	3
CMGT 481R	Internship	3
CMGT 489R	Undergraduate Research in Construction	1
CMGT 497R	Independent Study	1

All Program Courses:

Course Number	Title	Credit Hours
General Education		35
ENGL 1010	Introduction to Writing	3
ENGL 2010 or ENGL 2020	Intermediate Writing—Humanities/Social Sciences (3.0) Intermediate Writing—Science and Technology (3.0)	3
MATH 1030 or MATH 1040	Quantitative Reasoning (3.0) Introduction to Statistics (Recommended) (3.0)	3
HIST 1700 HIST 1740 HIST 2700 POLS 1100 or HIST 2710 and POLS 1000	Complete one of the following: American Civilization (3.0) US Economic History (3.0) US History to 1877 (3.0) American National Government (3.0) US History since 1877 (3.0) American Heritage (3.0)	3
PHIL 2050	Ethics and Values	3
HLTH 1100	Personal Health and Wellness (2.0)	2

or PES 1097	Fitness for Life (2.0)	
Distribution Courses		
ART 1720	Architectural Rendering	3
GEO 1010	Introduction to Geology (Highly Recommended) (3.0)	3
PHYS 1010	Elementary Physics	3
Biology	Biology Distribution	3
COMM 1020	Public Speaking (Highly Recommended)	3
COMM 2110	Interpersonal Communication (Highly Recommended)	3
	Sub-Total	35
Core Courses		82
Math 1050	College Algebra	4
Math 1060	Trigonometry	3
CMGT 1010	Introduction to Construction Management	3
CMGT 1020	Construction Materials & Methods I	4
CMGT 2010	Construction Materials & Methods II	4
CMGT 2030	Principles of Construction Scheduling	3
CMGT 2040	Safety and Job Site Management	4
CMGT 3010	Construction Materials Testing	3
CMGT 3020	Analysis and Design of Construction Systems	3
CMGT 3030	Principles of Construction Estimating	4
CMGT 399R	Student Professional Organization - Must be repeated during each year of study for a maximum of two (2) credits toward graduation. (0.5)	2
CMGT 4010	Construction Documents	3
CMGT 4500	Senior Capstone Project	3
CMGT 481R	Internship	3
ACC 3000	Financial Managerial and Cost Accounting Concepts	4
BCCM 281R	Cooperative Work Experience	2
BCCM 285R	Cooperative Correlated Class	1
DGM 2010	Business Computer Proficiency	3
ECON 1010 or ECON 2020	Economics as a Social Science (3) Macroeconomics (3)	3
EGDT 1020	3D Architectural Modeling	3
EGDT 1400	Surveying	4
MGMT 2200	Business Communications	3

MGMT 3010	Principles of Management	3
MGMT 3430	Human Resources Management	3
TECH 301R	Technology Lecture Series (1.0)	1
TECH 3400	Project Management	3
TECH 405G	Global Ethical and Professional Issues in Technology	3
	Sub-Total	81
Elective Requirements	-	-
	Choose six (6) credits from the following Upper division Woodbury School of Business courses. Upper division Technology Management course Other upper division Technical Specialty course as approved by Department Chair Any upper-division CMGT course not already completed.	6
	Sub-Total	6
Matriculation Requirements	1 Completion of a minimum of 122 semester hours 2 Overall grade point average of 2.0 (C) or above 3 No grade lower than a C- in any Discipline Core or Elective course 4 Completion of GE and specified departmental requirements 5 Residency hours - Minimum of 30 credit hours through course attendance at UVU, with at least 10 hours earned in the last 45 hours	0
	Total Number of Credits	123

Course Descriptions

CMGT 1020 Construction Materials and Methods I

Provides a basic knowledge of the materials and methods used in heavy civil, commercial, and residential construction projects. Includes lectures, site visits and laboratory work. Prerequisite course(s): CMGT 1010, EGDT 1020, Basic Computer Applications Exam with score of 80% or higher or DGM 1010, and ACT math score of 23 or MAT 1000 or appropriate math placement scores that are no more than 2 years old.

CMGT 2010 Construction Materials and Methods II

A continuation of CM 1020. Provides a basic knowledge of the materials and methods used in heavy civil, commercial, and residential construction projects. Includes lectures, site visits and laboratory work. Prerequisite course(s): CMGT 1020.

CMGT 2030 Principles of Construction Scheduling

Provides students with the fundamental skills required to plan and schedule construction projects. Familiarizes students with computer scheduling software packages. Covers the efficient assignment of available resources to complete projects on time and within budget. Prerequisite course(s): CMGT 2010, DGM 2010.

CMGT 2040 Safety and Job Site Management

Covers the role and duties of job site managers of heavy civil and commercial construction projects. Includes documentation, time and cost control, jobsite layout and control, labor relations, conflict resolution, OSHA safety training and implementation and project safety plans. Focuses on project quality, cost control and safety management. Prerequisite course(s): CMGT 2010, DGM 2010.

CMGT 3010 Construction Materials Testing

Investigates the general physical properties of construction materials and their common quality control/assurance tests conducted in the construction industry. Analyzes results of these tests and how they affect construction design. Emphasis is placed on the performance of field and lab testing procedures used in heavy civil construction. Prerequisite course(s): CMGT 2010.

CMGT 3020 Analysis and Design of Construction Systems

Covers mechanical, electrical and plumbing (MEP) principles. Provides problem solving experience in the analysis and design of MEP practices used in both horizontal and vertical construction applications. Prerequisite course(s): CMGT 2010, DGM 2010, MATH 1050 or eq.

CMGT 3030 Principles of Construction Estimating

Covers the preparation of detailed cost estimates based on contract models and documents. Includes the use of software for performing reliable quantity take-offs. Covers labor, material, and equipment pricing. Includes lectures and laboratory work. Prerequisite course(s): CMGT 2030, CMGT 2040, MATH 1050 or eq., ACC 3000 or (ACC 2010 and ACC 2020).

CMGT 399R Student Professional Organization

Provides students the opportunity to participate in a professional organization in the construction field. Utilizes guest speakers, attendance at professional meetings, and competitions. Should be taken once each year during BS program for a maximum of two (2) credits toward graduation.

CMGT 4010 Construction Documents

Prepares learners to be able to interpret and utilize appropriate construction documents such as contracts, waivers, change orders, employee documents and specifications, etc. Addresses the dispute process in the United States and the contractual relationship associated with construction project delivery methods.

Prerequisite course(s): CMGT 3030.

CMGT 4500 Senior Capstone Project

For senior Construction Management majors. Involves execution of a construction project case simulation covering all aspects of construction management for either heavy civil or commercial projects. Requires a written project report and oral presentation. Prerequisite course(s): CMGT 4010.

CMGT 459R Current Topics in Construction

Provides exposure to emerging technologies and topics of current interest in Construction. Varies each semester depending upon the state of technology. May apply a maximum of six hours toward graduation.

Prerequisite course(s): Department approval.

CMGT 481R Internship

Provides opportunities to apply classroom theory while students work as employees in a job that relates to their careers. Students communicate regularly with a School of Technology and Computing coordinator. Credit is determined by the number of hours a student works during the semester and completion of individually set goals. Three credits may be applied toward a Bachelor of Science Degree in Construction Management. Graded credit or no-credit. Requires approval of Construction Technologies Department Chair.

CMGT 489R Undergraduate Research in Construction

Provides the opportunity to conduct research under the mentorship of a faculty member. Practices the theoretical knowledge gained in prior major courses. Creates a significant intellectual or creative product that is characteristic of the Construction discipline and worthy of communication to a broader audience. May be repeated for a maximum of 3 credits toward graduation. Requires department approval.

CMGT 497R Independent Study

Offers independent study as directed in reading or individual projects at the discretion and approval of the department chair. May be repeated for a maximum of 6 credits toward graduation. Requires approval of Construction Technologies Department Chair.

Descriptions of all other existing approved courses may be found in the UVU Catalog.

Appendix B

Program Schedule for Construction Management BS

Term	Course	Title	Credits	Prerequisites
F-Fall	CMGT 1010	Introduction to Construction Management	3	
	EGDT 1020	3D Architectural Modeling	3	
	ECON 1010 or 2020	Economics	3	
	MATH 1030 or MATH 1040	Quantitative Reasoning or Introduction to Statistics	3	See Catalog
	CMGT 399R	Student Professional Organization	0.5	
	GEO 1010	Introduction to Geology	3	
F-SP			15.5	
	CMGT 1020	Construction Materials & Methods I	4	CMGT 1010 and EGDT 1020
	MATH 1050	College Algebra	4	
	ART 1720	Architectural Rendering	3	
	ENGL 1010	Intro to Writing	3	See Catalog
			14	
F-Su	EGDT 1400	Surveying	4	
S-Fall	CMGT 2010	Construction Materials & Methods II	4	CMGT 1020
	ENGL 2010 or ENGL 2020	Intermediate Writing	3	ENG 1010
	PHIL 2050	Ethics and Values	3	ENG 1010
	DGM 2010	Basic Computer Proficiency	3	See Catalog
	COMM 2110	Interpersonal Communication	3	
			16	
S-Sp	CMGT 2030	Principles of Construction Scheduling	3	CMGT 2010
	CMGT 2040	Safety & Job Site Management	4	CMGT 2010
	MATH 1060	Trigonometry	3	
	CMGT 399R	Student Professional Organization	0.5	
	MGMT 2200	Business Communications	3	ENG 1010
			13.5	
S-Su	BCCM 281R	Cooperative Work Experience (or BCCM 1190 or 1220 Lab)	2	
	BCCM 285R	Cooperative Correlated Class	1	
			3	

J-Fall	ACC 3000	Financial Managerial & Cost Accounting	4	
	TECH 3400	Project Management	3	CMGT 2030
	PHYS 1010	Elementary Physics	3	See Catalog
	CMGT 399R	Student Professional Organization	0.5	
	MGMT 3010	Principles of Management	3	MGMT 2200
			13.5	
J-Sp	CMGT 3010	Construction Materials Testing	3	CMGT 2010
	CMGT 3030	Principles of Construction Estimating	4	CMGT 2010 & ACC 3000
		Health or PE	2	
	COMM 1020	Public Speaking	3	
			12	
J-Su	CMGT 481R	Internship	3	
S-Fall	CMGT 3020	Analysis & Design of Constr. Systems	3	CMGT 2010
		American Institutions	3	See Catalog
	MGMT 3430	Human Resource Management	3	ENG 2020
	CMGT 399R	Student Professional Organization	0.5	
		Upper Division Elective	3	
	CMGT 4010	Construction Documents	3	CMGT 3030
			15.5	
S-Sp		Upper Division Elective	3	
		Biology Distribution	3	
	TECH 405G	Global Ethical & Prof. Issues in Tech.	3	CMGT 4010
	CMGT 4500	Sr. Capstone	3	CMGT 4010
	TECH 301R	Technology Lecture Series	1	
			13	
	Total Credits		123	

Appendix C

Faculty

James Cox has B.S. and M.S. Degrees in Civil Engineering from BYU. James is a Ph.D. candidate in Engineering at University of Utah. James owned and managed an engineering and surveying firm for approximately 12 years and is a registered land surveyor. James will be coming to UVU from UDOT where he currently serves as the materials testing lab manager.

Fred Davis is an Associate Professor involved in teaching building construction and building inspection. He is the faculty advisor for the student chapter of Associated General Contractors and UVU faculty representative in the Associated Schools of Construction. Fred received his BS degree in Geography from the University of Utah and a Masters Degree in Education from Utah State University. Fred has worked as a certified building inspector in Park City and Salt Lake City.

Bob Dunn has thirty-two years experience as a licensed general contractor. He serves a program coordinator and instructor for the Building Construction / Construction Management degree. In addition, Bob is the Technical Committee Chairperson for the Utah State VICA Carpentry Competition.

DeWayne Erdman is an Associate Professor who teaches courses in building construction and serves as advisor for the UVU Student Chapter of the National Association of Home Builders. He earned a BS Degree in Industrial Arts Education from BYU in 1984.

Barry Hallsted is an Assistant Professor at UVU responsible for the development of this BS degree in Construction Management. His professional background is in the construction industry as a real estate broker, developer and general contractor. Barry is currently serving as the Construction Technologies Department Chair. Barry completed a BS Degree from BYU, an MBA from Aspen University, Denver, Colorado, in 2005 and is a Ph.D. candidate in Business Administration from Northcentral University in Prescott, Arizona.

Eric Linfield is currently program coordinator for the Facilities Management Program at UVU and instructor in the Building Construction Program. He holds a General Contractors License and has been involved in curriculum development at UVU for the past three years. Eric completed his BS Degree in Technology Management from UVU in 1996.

March 18, 2009

MEMORANDUM

TO: The State Board of Regents

FROM: William A. Sederburg

SUBJECT: Dixie State College of Utah - Bachelor of Arts (BA) and Bachelor of Science (BS) in Music – Action Item

Issue

Dixie State College of Utah (DSC) requests approval to offer Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees in Music, effective Fall semester 2009. Both programs were approved by the institution's Board of Trustees on November 16, 2007.

Background

Dixie State College of Utah (DSC) serves Washington and Kane Counties with postsecondary education opportunities. While associate degree completion is above the national average in these counties, Washington County falls below the national average in the number of citizens with baccalaureate degrees. To serve the counties, DSC officials proposed the BA/BS in Music which appears to be a popular major on DSC's campus given the number of first and second year students who declared themselves as music majors.

The purpose for the proposed liberal arts music degrees is to enhance the artistic life of the counties. Because the BA and BS are liberal arts programs, officials at DSC believe their graduates will be prepared to work in music and music-related industries and still be prepared to work in other areas where employment is available. Data provided by DSC show that students graduating in the arts and humanities often take jobs in non-related areas such as business. And while there may not be a direct link to a particular job, liberal arts training in teamwork, problem solving, critical thinking and communication prepares students for a variety of positions and graduate education. These skills and the discipline required of music majors to practice and improve their proficiency are likely to prepare these future graduates for employment during an economic downturn.

DSC considers its fine arts program, currently delivered through its Integrated Studies degree, as foundational to its academic offerings. DSC worked with its southern legislators to receive \$500,000 through Senate Bill 90, passed during the 2007 Utah legislative session, to establish a music baccalaureate program and, eventually, a theatre program.

To prepare to offer a liberal arts music program, DSC music faculty contacted the National Association of Schools of Music (NASM) for information on standards and a timeline to pursue accreditation. In addition, the DSC music program was reviewed by NASM accreditors who assisted faculty to adjust and strengthen the program. Once the program is operational, DSC will pursue accreditation.

Policy Issues

Institutions that change missions need time to grow into their new roles. The process of preparing the proposed liberal arts music degrees, while time consuming and elongated, was instructive to the College and helpful as DSC addresses its organizational structure. There are no policy issues related to the proposed programs.

Commissioner's Recommendation

The Commissioner recommends that the Regents review Dixie State College of Utah's proposal for Bachelor of Arts and Bachelor of Science Degrees in Music, effective Fall 2009, raise questions and, if satisfied, approve both degree programs.

William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Bachelor of Arts and Bachelor of Science Degrees in Music

Prepared for
William A. Sederburg
by
Phyllis C. Safman

March 18, 2009

Section I: The Request

Dixie State College of Utah (DSC) requests approval to offer Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees in Music, effective Fall semester 2009. The program has been approved by the institution's Board of Trustees on November 16, 2007.

Section II: Program Description

Complete Program Description

The proposed music bachelors' degrees will provide a core of music courses giving students a fundamental background in theory, ear training, history, conducting, private applied lessons, piano proficiency, and large ensembles. The degrees are designed to fit within the context of a liberal arts curriculum.

These degree programs will prepare students in foundational areas, such as theory, history, performance, keyboard, and pedagogy, to embark on careers in the workforce or continue their studies in graduate programs. Additional elective credits beyond the core and liberal arts courses combine to offer meaningful preparation for career pursuits.

DSC music faculty believe that the proposed programs, by virtue of the focused orientation of the curriculum, provide an ideal training environment for aspiring performers and those seeking music graduate studies or professions in related fields. The DSC music liberal arts degrees have been modeled after other music baccalaureate programs in the state.

Purpose of the Degree

The purposes for liberal arts music degrees are to match and enhance the rich music heritage of the state and, more specifically, in Washington County where Dixie State wants to provide other fine arts baccalaureate programs in the future.

The proposed programs are designed to develop in graduates a wide variety of communication, teamwork, critical thinking, and other skills that could lead to placement in a range of significant jobs. More and more employers view the process-related skills mastered by students in baccalaureate programs as the most desired job qualifications, ahead of content-area knowledge. According to a study by the National Center for Education Statistics, nearly one third of all bachelor's degree graduates nationwide work in business, no matter what their field of study was in college. DSC is growing into a liberal arts institution and the proposed degrees are consistent with the goal of preparing students with flexible skills in order to qualify for a wide array of jobs in a changing job market.

The proposal also responds to Senate Bill 90, passed during the 2007 Utah legislative session, which earmarked \$500,000 to establish music and theatre baccalaureate programs at DSC.

Institutional Readiness

DSC is committed to work in cooperation with the State Board of Regents to create high-quality, liberal arts baccalaureate programs in music. The groundwork for fine arts bachelors' degrees at DSC has been laid in the past several years by the Integrated Studies program and legislative funding for music and theatre programs. Legislative funding and institutional strategic planning enabled recent hiring of four new music faculty members in preparation for baccalaureate programs. DSC is now seeking an additional faculty

member in low strings/cello performance to round out the credentials of the music faculty.

The institution is careful to protect quality while moving forward to develop additional degree offerings. Methodically and conservatively, DSC has assessed appropriate library services, student support, and infrastructure that are vital to the success of new degrees.

DSC possesses excellent facilities to support arts production activities that supplement coursework in music programs. The Dolores Doré Eccles Fine Arts Center, completed in 2004, features a 300-seat concert hall, a 500-seat proscenium theatre, a black box theatre, and a 7,000 square foot art gallery. Rehearsal rooms, practice rooms, a scene shop, a costume shop, a makeup room, and dressing rooms complete the facility. The building planning process and financial investment of constructing the facility anticipated program growth represented in these degree programs. In addition to the Eccles facility, the Cox Performing Arts Center on campus provides more practice rooms, another major performance venue (1,200 seat), and an additional classroom/rehearsal space.

DSC has nearly a century-long tradition of arts instruction and production activities. Present lower-division art, dance, music and theatre coursework are enhanced by numerous and varied performance and gallery activities. Fine arts programs do not in any way represent uncharted territory for the institution. The 2007-2008 calendar of arts events demonstrates a robust level of art production and shows the readiness of DSC fine arts programs to move forward.

Institutional readiness for fine arts baccalaureates is further demonstrated by the progressive liaisons the college has formed with leading community arts organizations. During the past ten years, DSC faculty and students have been an important resource for the Tuacahn Center for the Arts. The Southwest Symphony, the Southwest Chorale, and The Heritage Choir all have a formal relationship with DSC and function with the support of college faculty and facilities. St. George Musical Theatre, a successful community theatre organization, has been performing in campus facilities since its 2006-2007 season. Community connections such as these demonstrate a high level of program maturity.

A vital factor in the development of successful arts bachelors' degrees is the availability of scholarship funds for students. The institution has a substantial scholarship endowment and aggressive plans to further augment the availability of scholarships. These added funds will be an essential part of program growth.

Faculty

DSC has worked for decades to attract and retain an experienced and well-prepared music faculty. All but two of the current faculty members hold doctoral degrees, and funding from the last two legislative sessions has allowed DSC to hire four new faculty members. A third new faculty member fills the lecturer/advisor position.

The list of artistic and academic accomplishments of the music faculty demonstrates published music, recordings, performances, and membership in prestigious ensembles. Current faculty are qualified to teach proposed upper-division classes and provide resources to cover classes as curriculum expands to include four years of course offerings. Recent hires have added credentialed faculty in music theory/composition and music history. The full-time faculty members also combine to have 30 years of experience in public schools (Appendix C).

Adjunct faculty members supplement the breadth of the curriculum. They bring experience and expertise as private applied teachers and chamber coaches (Appendix C).

To ensure that the current faculty will not be stretched too thin, especially as private applied lessons are calculated as part of the work load, DSC is in the process of partnering with the University of Utah for distance learning opportunities.

Future hires in the music program will be sought to expand the breadth and depth of the existing faculty. The anticipated replacement of a retiring senior music faculty member will allow for additional faculty development in the near future.

Staff

The current DSC Fine Arts Division includes art, dance, music and theatre. These four programs are supported by one full-time secretary, who reports to the division chair, and one work-study staff member with assistance from another full-time secretary, who reports to the Vice President of Cultural Affairs. Support staff schedules facilities, sells tickets, and advertises productions. The department also employs five work-study students in various supportive capacities. As enrollment in the Music Department grows, funding will be sought to hire additional support staff. It is not expected that additional clerical support will be needed in fine arts in the immediate future.

Library and Information Resources

Present DSC library holdings in music offer a solid starting point for the resources necessary to support a four-year curriculum. Scholarly activities generated by the proposed programs depend on library support. Part of the library budget is earmarked for increasing music resources. Additionally, by reducing the size of the band, and thus the reduced need for equipment, band uniforms and scholarship, DSC has been able to allocate \$20,000 annually to bring the library holdings up to the NASM standard. Recently DSC added the Naxos Music Library to its electronic holdings. DSC has hired a half-time professional librarian with a bachelor's degree in music whose job is to develop the music holdings in the library. As the program grows, increased funds will be sought for more costly additions.

Admission Requirements

Any matriculated DSC student, transfer student or incoming freshman is eligible to apply to the music baccalaureate programs. Acceptance to the programs will be determined through a process of application and audition. Declaration of the major is required for admission and is accomplished through the processes defined by the registrar's office.

Student Advisement

Advisement from within the Music Department is vital to student success. A lecturer/advisor who is a faculty member in the department assists students in initial planning of their course sequences and monitors progress in an ongoing series of regularly scheduled interviews. A freshman orientation/retention course will be part of the advisement process. Important in the advisement plan is building a sense of ownership among the students in the department. This sense of home will strengthen the program and serve as a recruiting and retention tool. In addition to providing a structure for immediate student success, the in-department advisement service will track students after graduation, thus facilitating program assessment and providing alumni with a permanent network to assist in career development.

A music faculty member is in place serving in an advisory capacity in the Music Department for those students declaring a major in music. Advisory duties include an integral role in advising and recruiting students and potential students interested in majoring in music at DSC.

Justification for Number of Credits

The total number of credits for a student seeking a Bachelor of Science or a Bachelor of Art Degree in Music will be 120. The structure of the degrees demonstrates DSC's commitment to balance academic rigor with timely degree completion and student control of a meaningful block of elective credits. At the same time, courses required in the major are carefully designed to provide students with thorough and rigorous preparation.

External Review and Accreditation

Input has been received by external consultants both in and out of state in the development of this proposal. These include Dr. Philip Baldwin, Director of String Studies at Whitworth University in Washington and Dr. Steven Roens, Associate Dean of Undergraduate Studies at the University of Utah and faculty in the School of Music. In addition, DSC has sought and received an evaluation from Dr. Robert Walzel, Director of the School of Music at the University of Utah and a National Association of Schools of Music (NASM) accreditor. Items of note are included below from these reviews. (The full reviews are available upon request).

Dr. Walzel's endorsement is highlighted by the following comments: "Based upon a campus visit on Monday, March 3, 2008 and close examination of the proposal Dixie State College had previously submitted to USHE, it is my opinion that DSC be allowed to move forward in developing 4-year non-professional degrees in music." He then goes on to detail the strengths and outlines how DSC is able to fulfill NASM standards. Dr. Walzel states that several problems will be effectively resolved because of available resources through the U of U-DSC partnership initiative.

Dr. Philip Baldwin stated that "The authors have done an outstanding job of relating learning and skill outcomes with the NASM guidelines. The Program assessment is equally well aligned. It is not necessary to summarize this section, but it may be helpful to note that NASM is very thorough in checking these elements. By beginning with such clearly stated goals and assessments, DSC will likely be successful in its first accreditation review."

One concern raised by Dr. Baldwin was that the proposal failed to identify funding sources for adjunct faculty. "Funding for adjunct instructors seems to be missing from this report, but as the department has been functioning for many years already, this funding must be accounted for elsewhere (perhaps this is funded through the lab fees described in the Course Descriptions)." In fact, funding for adjuncts comes from student fees as well as institution-wide budgets separate from the department.

Dr. Roens summarized his review by saying, "The course of study for the baccalaureate degree in music with its various emphases, proposed by Dixie State College, is commendably rigorous and... reflects the practices of other universities in the state of Utah, and conforms to the guidelines of the National Association of Schools of Music (NASM). Additionally, he made several helpful suggestions, which have been incorporated in the proposal.

Dr. Roens indicated in his assessment of the proposal the need to address elements of the curriculum prior to offering a credible bachelor's degree. The first need that he discussed was the importance of a

keyboard component in the core requirements. In fact, DSC has been offering the essential piano courses for several years and it was reported at the Music Major's Meeting on November 5, 2007 that Dixie has adopted the common course numbering (1150, 1160, 2150, 2160). The proposal has been changed to reflect the input from Dr. Roens and shows the four piano courses as part of the music core in Appendix A.

Included is a revision of the number of required credits of private lessons (six semesters minimum). This is also reflected in the Appendix A. Furthermore, Dr. Roens' suggestion to incorporate an audition to be admitted into the program has been clarified. This process includes an application, audition, and declaration of the major.

Dr. Roens admonished DSC to address the lack of faculty with degrees in theory and history who are teaching those courses. Recent hires have addressed this concern. Library resources were of concern. The librarian at DSC has notified the Music Department of available funds which can be used to increase music resources. Again, as the program grows, funds are available to increase the resource base.

In November 2008, DSC invited NASM consultant, Dr. Wayne Bailey, to provide a review of curriculum, faculty, and supporting resources. Dr. Bailey is the past Chair of the Commission on Accreditation, and in the past seven years he has reviewed nearly every music program in the nation. Dr. Bailey found the BA in Music and BS in Music to meet NASM standards although he did not find the same for a proposed emphasis in music education.

Music faculty members have been in contact with the National Association of Schools of Music via email and telephone regarding a timeline to pursue accreditation. Once the programs are approved, the faculty and administration intend to seek accreditation with the National Association of Schools of Music.

Accreditation of these new degree programs will be incorporated into the institution's established accreditation process with all appropriate evaluations and measures to ensure rigor and excellence.

Projected Enrollment

NASM standards state that the student to faculty ratio averages 11.2 to 1. In the projected fifth year of the degree program it is anticipated that the ratio at DSC will be 11.29 to 1.

Enrollment in Music 1110, Music Theory, is viewed as a reliable predictor of freshman interest in a music program. The students who register for this course have already chosen DSC and have embarked on specific study leading to a degree. In Fall 2007, 36 students enrollment in this course. Because there is not at present a bachelor's degree in music available, accurately predicting the number of officially declared majors is problematic although there are 62 self-declared music majors in the institution's Banner system. It is a reasonable expectation that the establishment of a degree program will increase the number of declared majors.

For purposes of estimating program enrollments, a freshman class of 36 students is projected for fall of 2009. DSC has an average freshman-to-sophomore retention rate of about 44 percent. Access to a major program of study leading to a bachelor's degree should significantly improve retention, but for the sake of a conservative projection, the 44 percent retention rate would yield a sophomore class of 16 majors, based on Fall 2007 enrollments of 36. One retention observer suggests that attrition rates can typically be expected to decrease by half each year after the sophomore year (Schreiner, Laurie. "Taking Retention to the Next Level: Of Strengths and Sophomores," available at

<http://www.cccu.org/resourcecenter/resID.2363,parentCatID.130/rc_detail.asp>). For DSC, that would mean a loss of 28 percent from the sophomore to junior year and a loss of 14 percent from the junior to senior year. Using these figures, the junior class would have 11 students and the first graduating class of the program would have nine students. Assuming no increase in growth rate, total enrollment in the program at that time would be 62. A 10 percent growth factor has been assumed from the fourth to fifth year for purposes of projecting enrollments, yielding a total enrollment of 79 in the fifth year.

FTE:

Year	Student FTE	# of Faculty	Mean FTE-to-Faculty Ratio	Accreditation Req'd Ratio
2008	36	8	4.5	
2009	52	8	6.5	
2010	63	8	7.875	
2011	72	8	9	
2012	79	8	9.875	11.2 NASM

Although the enrollment projection numbers noted above are conservative, if not pessimistic, actual enrollments will ultimately be tied directly to the resources available to support recruiting activities and provide scholarships for potential students. The number of declared majors and graduates in the program will increase as fast as these two factors allow. Improved retention coupled with active recruiting will result in significantly higher enrollments. Recruiting activities will take place in Washington County. There is especially urgent need to attract under-represented groups, such as local Hispanics, to higher education programs. The College is actively seeking scholarship aid for these students. Energetic recruiting is a vital part of developing college programs to the service area. A lecture/advisor referred to in the Faculty section would assist with recruitment.

Expansion of Existing Program

In order to meet the demands of DSC music students over the past several years, some upper-division curriculum for these proposed degrees is already in place. This will make the transition from a two-year program to a full baccalaureate curriculum relatively seamless.

Section III: Need

Program Need

One of the central missions specifically assigned to DSC is to meet the higher education needs of Washington and Kane County citizens. A degree in music is a traditional and essential foundation degree that should be offered to serve the needs of the area.

In order to support the economic future of the region and provide individuals with opportunities for personal development, citizens in southwest Utah need local opportunities to earn bachelor's degrees in a broad range of academic disciplines. The current completion rate of bachelors' degrees for citizens in the DSC service area, among the lowest in the nation, can only be viewed as a sobering call to action. According the US Census 2005 American Community Survey, Washington County has a bachelor's degree educational attainment rate of 16.7 percent in the twenty-five to thirty-four year-old age group. As a point of reference, the national rate for the same group is 29.9 percent, and the rate for West Virginia, a state with long-standing educational performance challenges, is 21.5 percent.

Access to higher education in the immediate geographic region is a limiting factor in educational attainment. While Washington County citizens have low baccalaureate achievement rates, their rate of starting college or attaining associate degrees is above the national average. The education offered in the area tends to be the education attained. The notion that citizens in this region can go elsewhere in the state for baccalaureate training in music or other disciplines may make sense in some theoretical realm, but the facts show that they are not going to other institutions, thus creating a serious education deficit. Present educational opportunities in Washington County are not adequate. Access to a full range of baccalaureate programs is crucial to a region that is home to one of the fastest growing metropolitan areas in the nation. Access to a full selection of core degrees is the first step in a strategy that will, among other things, require an effective public relations program aimed at persuading an education-deficient population to come to college. The music degree proposals are an important component of a larger program agenda.

Labor Market Demand

Washington County has a vibrant and sophisticated art-focused lifestyle which generates a remarkably high level of art activity in the community. The North American Industry Classification System (NAICS) provides the United States Government's official employment census. Data are compiled from information supplied by mandate from all employers in the nation. A recent NAICS report shows 399 private sector jobs in Performing Arts and Spectator Sports in Washington County. Although specific data for private sector music jobs are not provided, the report gives reliable validation to the claim that Washington County has significant needs for employees trained in the areas of arts and entertainment.

In the realm of private, self-improvement education, the community has on-going need for teachers, primarily for youth interested in the arts. Scores of private music teachers struggle to meet the demand for instrumental and vocal lessons. For example, one local piano teacher, who holds a Ph.D. in music, teaches ninety piano students a week and turns away other interested students.

In regional and national job markets, prospects for music-trained job seekers are generally stable. The U.S. Department of Labor, Bureau of Labor Statistics (BLS) *Occupational Outlook Handbook* (available at <<http://www.bls.gov/oco/home.htm>>), rates employment prospects for the full spectrum of occupations. Professional, non-teaching work for graduates in music is very competitive. Free-lance performers must be willing to be mobile and may have periods of unemployment between jobs. Teaching positions related to the arts generally offer more job security and stability. In spite of these long-standing challenges, overall prospects for employment are positive in most arts areas although prospects at this time may reflect the economic downturn.

In the competitive area of Artists and Related Workers, the BLS notes, "Postsecondary training is recommended for all artist specialties. Although formal training is not strictly required, it is very difficult to become skilled enough to make a living without some training. Many colleges and universities offer programs leading to the bachelor's or master's degree in fine arts" (<<http://www.bls.gov/oco/ocos092.htm>>).

The outlook for music performance jobs, according to the BLS, "is expected to grow about as fast as the average for all occupations through 2014. Most new wage and salary jobs for musicians will arise in religious organizations. Slower-than-average growth is expected for self-employed musicians who generally perform in nightclubs, concert tours, and other venues" (<<http://www.bls.gov/oco/ocos095.htm>>).

In addressing market demand in arts and humanities disciplines, over 80 percent of graduates are employed in areas other than performance and related jobs. The prospects for the small portion of theatre graduates who pursue careers in music are generally stable. The U.S. Department of Labor Bureau of Labor Statistics (BLS) *Occupational Outlook Handbook* (<<http://www.bls.gov/oco/home.htm>>) says that overall prospects for employment are growing in most arts areas, and are expected to grow about as fast as the average for all occupations through 2014 (<<http://www.bls.gov/oco/ocos093.htm>>). However, such growth may be mediated by the current economic downturn.

An over-emphasis on matching educational offerings to local employment needs is problematic. It misses the point of a liberal arts education, and it also assumes that workers are geographically static. That view is largely out of touch with the realities of a mobile workforce and a mobile lifestyle. DSC recently surveyed 676 students in fine arts courses. One question sought information about where students expect to work after college. While over 50 percent of those surveyed are from Washington and Kane Counties, only 10 percent plan to stay in Southern Utah. Another 11.3 percent plan to stay in Utah. About 80 percent of the students are not committed to staying in Utah to work (See Appendix E).

Student Demand

The 2006-2007 DSC Freshman Class Profile Report provided by the American College Testing Program provides reliable external information about student demand for degrees. This survey combines Visual and Performing Arts into one category. Visual and Performing Arts tied with Business as the second most popular area of study among entering DSC freshmen who had taken the ACT. Health Science was the most popular and Education was a close third behind Arts and Business (The ACT Class Profile Service Report, for Dixie State College of Utah).

A poll of DSC associate degree graduates in 2006 provides interesting corroboration to the ACT data. Significantly, 78 percent of the graduates said they would remain at DSC to earn a bachelor's degree if programs of study were available in their fields of interest. The list of bachelor degree programs desired by these students revealed that the combined arts and performance-related disciplines (art, dance, music, and theatre) ranked third among student requests (DSC 2006 Exit Survey. Data provided by DSC Registrar's Office). In both the DSC poll of graduates and the ACT data, crossover from education to music further supports the profile of student demand for a music degree.

Conservatively projected student enrollments previously noted in this document show 79 music majors by the year 2012. That number suggests significant student demand for a music degree and is consistent with the data showing interest in fine arts degrees in general.

Similar Programs

All other Utah baccalaureate-granting institutions offer degrees in music. There is no question of undesirable duplication, however, because every institution and its service area merit equally the rich cultural and educational opportunities created through core fine-arts baccalaureate programs.

Collaboration with and Impact on Other USHE Institutions

The DSC music proposals have been designed to coordinate closely with other music programs in the USHE. Initial steps have been taken to have the University of Utah offer sections of MUSC 1010 and the Music History and Literature sequence through distance learning on the St. George campus. Steps taken include hosting Dr. Robert Walzel, Director of the School of Music at the University of Utah, on a consultative visit. Additionally, DSC music faculty have been proactive in the annual system-wide Majors

Meetings in an effort to improve articulation of courses among institutions. This has been done to examine proper steps toward accreditation and in order to assure ease of transfer for students who may move from one institution to another. DSC's music faculty have consulted with several of the other institutions via telephone and email regarding course offering, course content, and sequence. While the proposed curriculum is not an exact match to any one program, courses and degree requirements at each of the institutions were useful models.

In examining the role of DSC's music degrees, the question is not whether additional opportunities for citizens will hurt another individual institution. Rather, the question is how the system can significantly increase access to education for all citizens. Expanded access is a win/win proposition for all institutions, as it is the key factor in lifting the economy of the state and region. The goal of this degree and other baccalaureate offerings at DSC is to increase the overall level of bachelor degree attainment in the immediate service area and in the state, thus enhancing economic development and personal achievement.

It is important that new programs do not affect other USHE programs negatively. Based on data provided by Southern Utah University, it is reasonable to conclude that a music program at DSC will not reduce numbers significantly at SUU. Washington County supplies only 7 percent of SUU's freshman class and only 9.5 percent of SUU's total student body (<<http://www.suu.edu/general/ir/fact06/enrollmentstats.pdf>>). Southern Utah University has a notable music program. Multiple professional collaborations between DSC faculty and SUU department chair, Keith Bradshaw, have only strengthened the relationship between the two institutions.

In contrast, 70 percent of DSC's freshman class comes from Washington County. There is no evidence that recent expansion of degree offerings at DSC has had a negative impact on SUU's enrollments, and enrollment trends at the two institutions suggest that the addition of a music degree at DSC will not adversely affect SUU's student population.

Benefits

The costs for Washington County students to travel to another institution appear to be a substantial hindrance to baccalaureate completion. Approving the proposed degrees will improve access for the growing population of Southwest Utah. Also, the degrees will allow DSC to further develop its baccalaureate mission, as well as provide a number of educated employees for regional and local employers.

Consistency with Institutional Mission

Dixie State College's mission is to offer "core and foundational" degrees, and the institution's academic plan includes fine arts degrees as an essential component in achieving the mission. Music and theatre are the fine arts priorities in the plan. These degrees are vital core components of a comprehensive four-year institution's offerings, as evidenced by degree programs in the fine and performing arts rank fourth among the most common bachelor's degree programs offered at institutions nationally (US Department of Education, 2003). DSC cannot be considered to have a foundation level array of baccalaureate offerings without the important component of fine arts degrees.

Section IV: Program and Student Assessment

Learning and skill outcomes for the program have been designed to align with the National Association of Schools of Music guidelines. Students entering these degree programs are expected to develop the

knowledge, skills, concepts, and sensitivities essential to the professional life of the musician including technical competence, broad knowledge of music and music literature, the ability to integrate musical knowledge and skills, sensitivity to musical styles, and insight into the role of music in intellectual and cultural life.

Expected Standards of Performance

Graduates of the bachelors' degrees will have the following performance competencies:

1. Comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest possible level; knowledge of applicable solo and ensemble literature; and orientation to and experience with the fundamentals of pedagogy.
2. Performance majors in voice will study and use foreign languages and diction.
3. Solo and ensemble performance in a variety of formal and informal settings.

Graduates of the degrees will have the following competencies:

Choral

1. Vocal and pedagogical skill sufficient to teach effective use of the voice.
2. Experiences in solo vocal performance, as well as in both large and small choral ensembles.

Instrumental

1. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
2. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
3. Experiences in solo instrumental performance, as well as in both small and large instrumental ensembles.
4. Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.

Program Assessment

Standards of performance will be specifically assessed as follows:

Performance emphasis standard 1 will be assessed primarily in the junior and senior recitals, (MUSC 3890 & MUSC 4890). Additional assessment will occur during the private lesson sequence (MUSC 184x, 284x, 384x, & 484x).

Performance emphasis standard 2 will be assessed through oral and written assignments and tests in MUSC 3861 & MUSC 3862, Diction for Singers I & II. It will also be assessed in the junior and senior recitals, (MUSC 3890 & MUSC 4890).

Performance emphasis standard 3 will be assessed through the junior and senior recitals, (MUSC 3890 & MUSC 4890), 8 credits of large ensemble performances (MUSC 1310, 1330, 1350, 1250, 1260, 1270, 1280, 1290), and 4 credits of chamber performances (MUSC 4430, 4431, 4432, 4485).

Choral education emphasis standards 1 and 2 will be assessed through MUSC 4700 Choral Methods, MUSC 3221 Choral Literature, and the private lesson sequence (MUSC 184x, 284x, 384x, & 484x).

Choral and Instrumental education emphases standard 3 will be assessed in the senior recital MUSC 4890, 8 credits of large ensemble performances (MUSC 1310, 1330, 1350, 1250, 1260, 1270, 1280, 1290), and 4 credits of chamber performances (MUSC 4430, 4431, 4432, 4485).

Instrumental education emphasis standard 1 and choral education emphasis standard 4 will be assessed through projects and papers in MUSC 1740, 1750, 1760, and 1770.

Instrumental education emphasis standards 2 and 4 will be assessed through projects and papers in MUSC 4710, SCED 4100, as well as other courses throughout the student's experience in the music program, including MUSC 1740, 1750, 1760, and 1770.

The first level of program assessment will be tied directly to course assessment. Program success will be evaluated through accumulation and analysis of course assessment tools which are designed to measure achievement of specific course objectives. Data gathered from course assessments will be used to improve learning activities in areas showing lower student success. Students will demonstrate mastery of core interdisciplinary and emphasis content knowledge through formative and summative course evaluations. Students will demonstrate performance and pedagogical skills through performance juries, public performances, and teaching opportunities both private studio settings as well as the public schools system.

In the area of performance, the means of assessment will be junior and senior recitals (Music 3890, 4890). These recitals are designed to reflect acquired knowledge and performance skills as well as assimilation of curriculum components. These recitals will be preceded by a pre-recital hearing for a jury of music faculty to determine readiness and ensure a successful recital.

Course work within the proposed degrees is designed to prepare students with baccalaureate-level core knowledge and skills in the students' chosen areas of concentration. It is anticipated that graduates will enter the job market or continue training in a master's degree program. Beyond graduation, the department advisement office will track professional experiences of graduates as they move forward in employment, graduate studies, and other professional activities. Information gathered from surveys of graduates will be used to identify program strengths and weaknesses to upgrading the curriculum. A component of graduate surveys will be an evaluation of graduates' satisfaction with their training.

All of these assessment activities will be incorporated into the on-going formal institutional accreditation process which functions with regularly scheduled external evaluations and self-reports. The music faculty has become familiar with the accreditation process required by NASM and are taking steps to assure readiness.

Finally, each department at DSC is evaluated as prescribed in policy. This review includes assessment of facilities, teaching resources, curricular design, and academic achievement of learning objectives and will be conducted by both internal and external reviews of the music offerings.

It is anticipated that students completing the degree requirements will meet or exceed the competencies described above. The proposed degrees include curriculum intended to increase performance proficiency and content knowledge as well as establish curriculum and methodologies for use in the studio as well as the classroom.

Section V: Finance

Five-Year Revenue and Expense Projections

Financial Analysis

Financial Analysis Form for All R401 Documents						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Students						
Projected FTE Enrollment	36	52	63	72	79	
Cost Per FTE	\$4,413	\$4,413	\$4,413	\$4,413	\$4,413	
Student/Faculty Ratio	7.33	10.66	12.53	14.66	16.16	
Projected Headcount	42	62	76	86	95	
Projected Tuition						
Gross Tuition	\$42,984	\$62,088	\$75,222	\$85,968	\$94,326	
Tuition to Program	\$10,746	\$15,522	\$18,805	\$21,492	\$23,581	
5 Year Budget Projection						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Expense						
Salaries & Wages	\$480,000	\$480,000	\$480,000	\$480,000	\$480,000	
Benefits	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	
Total Personnel	\$600,000*	\$600,000	\$600,000	\$600,000	\$600,000	
Current Expense	\$20,900	\$22,990	\$25,289	\$27,818	\$30,600	
Travel	\$5,000	\$5,500	\$6,050	\$6,655	\$7,320	
Capital	\$7,500	\$8,250	\$9,075	\$9,982	\$10,980	
Library Expense	\$15,000	\$18,750	\$23,437	\$28,125	\$33,750	
Total Expense	\$648,400	\$655,490	\$663,851	\$672,580	\$682,650	
Revenue						
Legislative Appropriation	\$450,000**	\$450,000	\$450,000	\$450,000	\$450,000	

Financial Analysis Form for All R401 Documents						
		Year 1	Year 2	Year 3	Year 4	Year 5
Grants						
Reallocation		\$187,654	\$189,968	\$195,046	\$201,088	\$209,069
Tuition to Program		\$10,746	\$15,522	\$18,805	\$21,492	\$23,581
Total Revenue		\$648,400	\$655,490	\$663,851	\$672,580	\$682,650
Difference						
Revenue-Expense		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Comments						

Funding Sources

Funding for the proposed degree budget will come from institutional funds, including tuition revenue and state allocations. Funds already in place as a result of the 2007 and 2008 legislative sessions provide the majority of the needed resources for this proposal. Quality is tied to adequate funding and the degrees should not grow faster than resources can support.

Reallocation

The "reallocation" line on the budget projections above does not represent an actual shift in funds from one program to another at DSC. The expenses listed in the projection include resources that have been committed to the program historically. The music program that existed prior to 2007 included funding for faculty salaries, current expense, and so on. Those funds remain committed to the program as it grows and do not represent an actual reallocation.

Impact on Existing Budgets

Since no actual internal reallocation of funds is anticipated, other existing DSC budgets will not be negatively affected by expansion of the music program. Positive impact for other program budgets is indicated by the 75 percent of tuition collected from music students that is committed to general institutional support.

Appendix A:

Bachelor of Arts and Bachelor of Science in Music Curriculum

Bachelor of Arts in Music 120 credits

General Education	32 credits	27%
Foreign Language	16 credits	13%
Electives & Diversity	29 credits	24%
Music Curriculum	43 credits	36%

Bachelor of Science in Music 120 credits

General Education	32 credits	27%
Electives & Diversity	45 credits	37%
Music Curriculum	43 credits	36%

Music Curriculum

Music Theory & Ear Training* MUSC 1110 Music Theory I (3) MUSC 1120 Music Theory II (3) MUSC 2110 Music Theory III (3) MUSC 2120 Music Theory IV (3) MUSC 1130 Aural Skills I (1) MUSC 1140 Aural Skills II (1) MUSC 2130 Aural Skills III (1) MUSC 2140 Aural Skills IV (1)	16 credit hours
Piano Proficiency (non-piano emphasis students only) MUSC 1150 Group Piano I (1) MUSC 1160 Group Piano III (1) MUSC 2150 Group Piano II (1) MUSC 2160 Group Piano IV (1)	Proficiency Exam or 4 credit hours Hours not required for degree completion.
Music Literature* MUSC 3630 Music History & Literature I (3) MUSC 3640 Music History & Literature II (3)	6 credit hours
Conducting* MUSC 2350 Fundamentals of Conducting (2)	2 credit hours

Ensembles ** Large Ensembles (8) Small Ensembles or Chamber Music (2)	10 credit hours
Private Applied Lessons** Major Instrument or Voice (8)	8 credit hours
Additional Music Courses* MUSC 1000 Concert Attendance (0) 4 Semesters MUSC 1001 Freshman Music Experience (1)	1 credit hour

*Musicianship comprises 25 credit hours (21% of total required hours)

**Performance & Electives comprise 18 credit hours (15% of total required hours)

Appendix B:
Program Schedule
Bachelor of Arts/Science in Music

Freshman

FALL	Course Title		SPRING	Course Title	
MUSC 1000	Concert Attendance	0	MUSC 1000	Concert Attendance	0
MUSC 1110	Music Theory I	3	MUSC 1120	Music Theory II	3
MUSC 1130	Ear Training/sight singing I	1	MUSC 1140	Ear Training/sight singing II	1
MUSC 1001	Freshman Music Experience	1	MUSC 184X	Private lessons II	2
MUSC 184X	Private lessons I	2	Choose	Large ensemble	1
Choose	Large ensemble	1		General Education	3
	General Education	3		General Education	3
	General Education	3		General Education	3
	Total	14		Total	16

Sophomore

FALL	Course Title		SPRING	Course Title	
MUSC 1000	Concert Attendance	0	MUSC 1000	Concert Attendance	0
MUSC 2110	Music Theory III	3	MUSC 2120	Music Theory IV	3
MUSC 2130	Ear Training/sight singing III	1	MUSC 2140	Ear Training/sight singing IV	1
MUSC 284X	Private Lessons III	2	MUSC 284X	Private Lessons IV	2
MUSC 2350	Fundamentals of Conducting	2	Choose	Large ensemble	1
Choose	Large ensemble	1		Ethics	3
	Diversity	3		General Education	3
	Electives	3		Electives	3
	Total	15		Total	16

Junior

FALL	Course Title		SPRING	Course Title	
MUSC 3630	Music History & Lit. I	3	Choose	MUSC 3310, 3320, 3350	1
MUSC 384X	Private Lessons V	2	MUSC 3640	Music History & Lit. II	3
Choose	Large ensemble	1	MUSC 384X	Private Lessons VI	2
	General Education	3	Choose	Large ensemble	1
	Electives	5		General Education	3
	Total	14		Electives	6
				Total	16

Senior

FALL	Course Title		SPRING	Course Title	
MUSC 494X	Private lessons VII	2	MUSC 494X	Private Lessons VIII	2
Choose	Large Ensemble	1	Choose	Large Ensemble	1
	General Education	3		General Education	2
	Electives	8		Electives	10
	Total	14		Total	15

Appendix C: DSC Full-Time Music Faculty

Abegg, Paul	DMA, Violin Performance, Michigan State University
3 years teaching in higher education	MM, Violin Performance, Michigan State University
	BM, Violin Performance/Pedagogy, Brigham Young University
Professional Experience	<p>String Faculty, New England Music Camp, Sidney Maine, Visiting Assistant Professor of Violin, Brigham Young University Visiting Assistant Professor of Violin, Olivet College, MI</p> <p>Adjudicator, Washington State Music Teachers Association ASTA String Festival, Weber State University Idaho Falls Symphony Young Artist Competition Utah Valley Symphony Young Artist Competition</p> <p>Master classes taught Eastern Washington University Western Kentucky University Brigham Young University Idaho Utah Valley State College</p>
Publications/Production/ Performance Activities	<p>Orchestra Concertmaster, Southwest Symphony Member of the Orchestra At Temple Square Regular substitute with Ballet West Performed with the Utah, Phoenix, Spokane, Lansing, Kalamazoo, Flagstaff Symphonies Former Principal Second Violin, Lansing Symphony Orchestra</p> <p>Chamber Member of the Tedesca String Quartet Brigham Young University Faculty String Quartet Colson String Ensemble, Langeais, France Kneisel Hall Chamber Music</p> <p>Solo Brahms <i>Violin Concerto in D major</i> with the Michigan State University Orchestra Camerata Viotti <i>Concerto in A minor</i> with the Michigan State University Philharmonic Orchestra Wieniawski <i>Scherzo Tarantella</i> with the Brigham Young University Chamber Orchestra Molly Grove Recital Series, Lansing, MI</p>

Allred, Nancy	DMA, Piano Performance, University of Missouri-Kansas City
8 years teaching in higher education	MM Piano Performance, Brigham Young University
	BM, Piano Performance, Brigham Young University
Professional Experience	<p>Adjudicator, UMTA State Auditions Presenter, UMTA State Convention Presenter, Gina Bachauer Symposium Presenter, Southwest Choral Symposium Presenter, BYU Church Music Workshop Member of the following organizations: Utah Music Teachers Association Music Teachers National Association Phi Kappa Phi Pi Kappa Lambda Mu Phi Epsilon Vice-President, UMTA Performance Competitions President, St. George Chapter, UMTA</p>

Publications/Production/ Performance Activities	<p>Director, Southern Utah Heritage Choir Accompanist and Assistant Director, Southern Utah Heritage Choir Concerto Soloist with the following orchestras: Southwest Symphony Tuacahn Honor Youth Orchestra UMKC Conservatory Orchestra BYU Philharmonic Orchestra</p> <p>Contributor, <i>Gina Bachauer: A Pianist's Odyssey</i> (written and edited by Graham Wade, GRM Publications, Leeds, England)</p>
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Briggs, Robert	DA, Choral Conducting and Music History, University of Northern Colorado
11 years teaching in higher education	MMA, Choral Conducting, Bowling Green State University
16 years teaching in public education	BM, Music Education, Vocal and Instrumental, University of Idaho
Professional Experience	<p>Adjudicator: AMEA certified adjudicator over 90 choirs each year MSVMA certified adjudicator over 200 choirs each year State and local choral/solo ensemble, Utah, Idaho, Indiana</p> <p>Presenter: KMEA MENC Convention MENC All State and All Northwest Conventions ACDA All State and All Northwest Conventions</p> <p>Clinician: Indiana Circle State With Music Chorus (356 singers) Clinic Sessions in Idaho, Colorado, Kansas, Indiana, Michigan</p> <p>Honors: Idaho President of ACDA Man of the Year, Dept. of Arts and Letters, University of Idaho</p> <p>Chorister: The Utah Symphony The Toledo Symphony Idaho State University Indiana University South Bend Andrews University, Indiana University of Utah and Utah Symphony Orchestra The South Bend Symphony Orchestra The Mormon Tabernacle Choir</p>
Publications/Production/ Performance Activities	<p>Articles and Publications: Article on MUSIC published by the MENC Journal "Of the Father's Love Begotten" published by SONOS</p> <p>Professional Conducting: The New University of the City of Nauvoo Choral The Commemorative Pitt Brass Band The Vesper Chorale of south Bend Indiana South Bend Symphony Orchestra</p> <p>Soloist Works: Mozart Requiem Mozart C Minor Mass Messiah Merry Wives of Windsor Opera</p>

Caldwell, Gary	MM, Music, Instrumental Conducting, Northern Arizona University
28 years teaching in higher education	BM, Music Education, Brigham Young University

Professional Experience	<p>Conductor & Music Director, Southwest Symphony Orchestra, major works performed:</p> <p><i>Symphony No. 5</i>, Beethoven <i>Symphony No. 4</i>, Nielsen <i>Symphony No. 2</i>, Brahms <i>Symphony No. 1</i>, Kalinnikov <i>Messiah</i>, Handel <i>Piano Concerto No. 5</i>, St.-Saëns <i>Violin Concerto</i>, Tchaikovsky</p> <p>Conductor, Tuachan Summer Orchestra, shows conducted:</p> <p><i>South Pacific</i> <i>Joseph</i> <i>The Wizard of Oz</i> <i>The Sound of Music</i></p> <p>Director, High School Honor Bands, including:</p> <p>Weber School District Washington County School District</p> <p>Trumpet Performances/Conferences of Note:</p> <p><i>Concerto in C for Two Trumpets</i>, Vivaldi <i>Gloria</i>, Lex D'Azevedo <i>Sonata for Trumpet and Piano</i>, Pepin <i>The Quiet City</i>, Copland</p>
Publications/Production/ Performance Activities	<p>Trumpet Performances of note:</p> <p><i>Concerto in C for Two Trumpets</i>, Vivaldi 1st trumpet for <i>Gloria</i>, Lex D' Azevedo Solo trumpet for <i>Gloria</i>, Lex D' Azevedo Solo trumpet, <i>Sonata for Trumpet and Piano</i>, Pepin 1st trumpet in brass quintet, numerous performances Solo trumpet for <i>The Trumpet Shall Sound</i>, <i>Messiah</i>, Handel Solo trumpet, <i>The Quiet City</i>, Copland Solo trumpet, <i>Concerto for Trumpet and Orchestra</i>, Haydn Solo trumpet <i>Concerto in D</i>, Telemann Solo trumpet, <i>Fantasy and Variations on Carnival of Venice</i>, Arban</p> <p>Participant, Claude Gordon International Brass Camp, San Francisco</p> <p>Adjudicator, for Region and State Music Festivals for Concert Bands and Jazz Ensembles, including:</p> <p>Region Jazz Adjudicator, Hurricane, UT State Jazz Adjudicator, Park City, UT Region Jazz Adjudicator, St. George, UT</p>

Garner, Ron	EdD, Music Education, University of Oregon
52 years teaching in higher education	MS, Music Education, University of Utah BS, Music Education, University of Utah
Professional Experience	<p>Member, Utah State Endowment for the Arts</p> <p>Adjudicator, Region and State Music Festivals for 50 years</p> <p>Conductor, Southwest Symphony Orchestra for 8 years</p> <p>Member, Music Educator's National Conference</p> <p>Member, College Band Director's Association</p> <p>Music Director, Good Shepard Presbyterian Church</p> <p>Seven year service with the Summer Dixie Festival of the Performing Arts - Dixie State College</p> <p>Phi Theta Kappa Outstanding Teacher of the Year, 1990</p> <p>President of the Celebrity Concert Series, 1995-96</p>
Publications/Production/ Performance Activities	<p>Author, <i>Marvin Strong</i>, published by Utah Music Educators Association</p> <p>Assistant Director of the Marching Band and Concert Band, University of Utah</p> <p>Director of ROTC Regimental Band, University of Utah</p> <p>Founder and Director of the Presbyterian English Hand Bells Ensemble at the Church of the Good Shepherd, St. George, Utah</p> <p>Founder, Director of the Dixie Fine Arts Series (Celebrity Concert Series)</p> <p>Recipient of the Dixie State College Rebel Award, 2000</p> <p>Recipient of the Distinguished Alumni Award of Dixie State College, 2001</p> <p>Inducted into the Dixie State College Hall of Fame, 2005</p> <p>Presenter, Annual Faculty Honor Lecture, Dixie State College, March 2007</p>

Patrick, Joseph	PhD (in progress, ABD), Music Composition, Louisiana State University
3 years teaching in higher education	MM, Music Composition, Rice University
	BFA, Music Composition and Technology, University of Wisconsin - Milwaukee
Professional Experience	<p>Instructor, Houston Community College Senior Audio Engineer, ICMC 2006</p> <p>Member of the following organizations: ASCAP Society of Composers, Inc. College Music Society Pi Kappa Lambda</p>
Publications/Production/ Performance Activities	<p>Compositions Performed</p> <p><i>Miniatures</i> (Clarinet, Violin, Cello, Piano) <i>...not a drop to drink</i> (Electronic Media) <i>String Quartet No. 1</i> <i>Sarshaothar</i> (Orchestra) <i>Melic Cacophony</i> (Flute) <i>Dreams...Day or Night?</i> (Electronic Media) <i>Scherzando</i> (Orchestra) <i>Between Dreams and Reality</i> (Piano)</p> <p>Conductor NACUSA (Mid-South) Pierot Ensemble Concert (six composers) Grieg, <i>Holberg Suite</i> with Louisiana State University Philharmonia Orchestra Lerner and Loewe, <i>My Fair Lady</i> with Hanszen College Theatre (Rice University)</p> <p>Publications and Presentations Co-presenter: "Considering Loudspeaker Orchestras: The Performance of Electro-Acoustic Music and the Performance Practice of Sound Diffusion," College Music Society South-Central/Southern Super Regional Conference, Feb 2008 Co-author: "ICAST: Trials & Tribulations of Deploying Large Scale Computer-Controlled Speaker Arrays," International Computer Music Conference, 2007 Co-author: "The Immersive Computer-Controlled Audio Sound Theatre (ICAST) – Experiments in multi-mode sound diffusion systems for electro-acoustic performance," International Computer Music Conference, 2006</p>

Peterson, Ken	DA, Voice Performance/Pedagogy, University of Northern Colorado
17 years teaching in higher education	MA, Music, Vocal Performance, Illinois State University
	BA, Music, Vocal Performance, Utah State University
Professional Experience	<p>Adjudicator, NATS, University of Nevada Las Vegas Adjudicator, Sterling Scholar, Dixie State College of Utah Adjudicator, "Singer of the Year", Brigham Young University Clinician, Snow Canyon HS Choirs Clinician, Chapparell HS, Las Vegas, NV Adjudicator, NATS, Southern Utah University Adjudicator, Sterling Scholar, Southern Utah University Adjudicator, NATS, University of Nevada Las Vegas Presenter, Conducting Clinic, Heritage Choir Festival</p>

Publications/Production/ Performance Activities	<p>National Association of Teachers of Singing (NATS) member Published Articles include: "You're Not Breathing Right!" European Music Educators Association Journal, 2002 Presenter/Panelist, The Voice Foundation's 31st Annual symposium: Care of the Professional Voice, Philadelphia, PA, 2002 Director's Award, Sweeney Todd, SDSU Theatre, 2001 Published Dissertation: <i>Electromyographic Investigation of Abdominal Musculature During Measured Active Expiration</i>, 2001, South Dakota NATS Governor, 1999-2002 Performance Production includes: 3 Tenors Concert, SW Symphony, 2005 Tenor Soloist Beyer Oratorio World Premier, SW Symphony, 2005 Tenor Soloist Faculty Christmas Concert, Dixie State College, 2004 Tenor Soloist, <i>Messiah</i>, BYU Idaho, 2004 Tenor Soloist, <i>Messiah</i>, SW Symphony, 2004 Tenor Soloist, Eccles Dedication Gala, Dixie State College, 2004 Soloist, Heritage Choir, 2002 Opera Performances include: Lionel, <i>Martha</i> Lindoro, <i>L'Italiana</i> Pinkerton, <i>Madama Butterfly</i> Edgardo, <i>Lucia</i> Almaviva, <i>Barber of Seville</i> Rodolfo, <i>La Boheme</i> Rinuccio, <i>Gianni Schicchi</i></p>
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Webb, Glenn	MM, Percussion Performance, University of Utah
1 year teaching in higher education 14 years teaching in public education	BA, Music Education, Instrumental Emphasis, Weber State University
Professional Experience	<p>Principal Percussion, Ballet West Orchestra Percussionist, Canyonlands New Music Ensemble Sub and Extra Percussion, Utah Symphony & Opera Principal Percussion, Utah Chamber Orchestra Percussionist, Nova Chamber Series Percussionist, Contemporary Music Consortium Featured Performer, 2002 Winter Olympics Cultural Olympiad Repertory Dance Company Jose Limon Dance Company Numerous recordings on Albany, CRI, Centaur and Rose Hill Records Conductor, Sandy City Musicals</p>
Publications/Production/ Performance Activities	<p>Published Article: "Translating for Percussionists", Utah Music Ed. Assoc. 1996 Presenter, UMEA Mid-Winter Conference 2000 Adjudicator, Region and State Music Festivals in Band, Jazz, Marching Band, and Solo and Ensemble Ballet Performances: The Nutcracker, Swan Lake, The Sleeping Beauty, The Rite of Spring, Cinderella, Carmina Burana, Don Quixote, Carmen, Giselle, Orpheus in the Underworld, Mid-Summer Night's Dream, Rosalinda Chamber Performances: Flashbacks by Davidovsky, Ryoanji by Cage, First Concerto by Harrison, Tierkreis by Stockhausen, Notturmo by Martino, All Set by Babbitt, From the Other Side by Martino, Person, place, etc (World Premiere) by Rosenzweig, El Canto Repartido (World Premiere) by Chuaqui, In Aeternum by Schwanter, Melpomene (World Premiere) by Rosenzweig, Les Moutons de Panurge by Rzewski, Nagoya Marimbas by Reich, Piano Phase by Reich, Music for a Summer Evening by Crumb Solo Performances: Psappha by Xenakis, Dividing Time by Ricks (World Premiere), Busted by Mackey</p>

DSC Adjunct Music Faculty

Name	Specialty Area	Yrs in higher ed	Credentials
Victoria Andrus	Viola	2	BS, Music Ed & viola performance, SUU
Jason Bonham	Viola/violin	1	MM, Viola perf. Northwestern Univ.
Jim Brickey	Tuba	1	MEd, Secondary Ed. USU
Lisle Crowley	Guitar	20	BM, guitar performance, USU
Lynn Dean	Piano	39	DMA, Texas State Univ.
Jessica Gardner	Voice	3	BA in music, SUU
Kendra Graf	Horn	1	BA, Music Ed, Depauw Univ.
Randalin Hilton	Piano	9	BA, Piano Ped. BYU
Greg Johnston	Clarinet	3	MEd, Secondary Ed. USU
Geoffrey Myers	Organ	15	MM, Organ performance, Univ. of Notre Dame
Tracie Price	Cello	3	MM, cello perf, Univ. of Denver
Rhonda Rhodes	Woodwinds	8	PhDABD, Music Ed, Boston U
Jackie Jackson	Voice	8	BA in music, SUU
Amy Paterson	Trumpet	1	BM, trumpet perf. Berklee College of Music
Ami Porter	Flute	1	AA, Dixie State
Bonnie L. Romkey	Violin	4	BM violin performance, BYU
John Sharp	Trombone	1	MA Music Ed. Univ. of Northern Colorado
Sandra Stevenson	Voice	21	BS, USU
Shanda Ziegler	Voice	3	BA in music, SUU
Denis Zwang	Woodwinds	5	AA, Univ. of Utah

Appendix D: Music Course Descriptions

MUSC 1000

This course is required for music majors. Emphasizes critical listening of a wide range of music literature and performances. Requires attendance at a minimum of 8 concerts/recitals per semester. Required for 4 semesters. Prepares students with models for future recitals. Requires attendance at evening performances. 1 lecture hour per week.

MUSC 1001

Freshman Music Experience

This course is required for all music majors. Introduction to the music area and its programs, department policies and procedures, career options, and curriculum. Includes observation outside class. Introduces music technology required for later work. Assignments will include group projects, technology exercises, and reflective essays/journals. Students will understand the importance of sequential study through the program as they accrue the theoretical and historical components. They will understand that they will be required to gain skill and accomplishment outside of their instrument as part of the rigor of the music major.

MUSC 1010, Introduction to Music

For all students, including those with an emphasis in music or those seeking to fill the general education fine arts requirement. An introductory survey of the elements, style periods, and standard repertoire of Western traditional art music. Emphasis given to improving the student's listening skills. Includes lecture, demonstration, and discussion of representative musical examples and historical background on composers and musical genres. Assignments may include attendance at specific concerts, written projects, and individual listening. Students who successfully complete this course will gain a broader knowledge of musical elements and how they are characteristically used in each major style period, along with developing better listening skills through perception, understanding, and practice. 3 lecture hours per week.

MUSC 1100, Fundamentals of Music

For students desiring to begin or review their basic musical education. Teaches fundamental music terminology, rhythm and clef reading, key signatures, intervals, chord construction, and principles of musical structure. Lecture and class discussion of representative examples. Assignments are designed to give students practical experience in applying the concepts discussed in class. Students who successfully complete this course will be more proficient in reading rhythm and meter, writing and hearing scales, intervals, and chords. Good remedial course for those not prepared for Music Theory. 3 lecture hours per week.

MUSC 1110, Music Theory I

Designed for students with an emphasis in music. This course is the first year of music theory study. The course deals with structural elements in melodic organization, triads, voice leading, nonharmonic tones, seventh chords, modulation, in the context of traditional four-part harmony; also two-part tonal counterpoint. Corequisite: MUSC 1130. Prerequisite: Applicable knowledge of the fundamentals of music and basic keyboard skills. Series must be taken in sequence. 3 lecture hours per week.

MUSC 1120, Music Theory II

Designed for students with an emphasis in music. This course is the second of music theory study. The course deals with structural elements in melodic organization, triads, voice leading, nonharmonic tones, seventh chords, modulation, in the context of traditional four-part harmony; also two-part tonal counterpoint. Corequisite: MUSC 1140. Prerequisite: Applicable knowledge of the fundamentals of music and basic keyboard skills. Series must be taken in sequence. 3 lecture hours per week.

MUSC 1130, Ear Training & Sight Singing I

Designed for students with an emphasis in music. This course is the first year of ear training and sight singing study dealing with aural and sight singing skills paralleling the theoretical material of Music Theory I. Corequisite: MUS 1110. 1 lecture 2 lab hours per week.

MUSC 1140, Ear Training/Sight Singing II

Designed for students with an emphasis in music. This course is the second of ear training and sight singing study dealing with aural and sight singing skills paralleling the theoretical material of Music Theory I. Corequisite: MUSC 1120. 1 lecture 2 lab hours per week.

MUSC 1150, Group Piano Instruction I

For non-music majors and non-keyboard music majors. Introduction to piano technique, music notation, elementary theory, reading, harmonization and transposition. Lab includes demonstrations, activities, individualized instruction and solo and ensemble experience. Repertoire reinforces concepts taught, and includes standard works by major composers. Prepares students to harmonize major and minor melodies, play major and minor scales, primary chords and arpeggios, sight-read, and perform repertoire to level of Bach minuets. Series to be taken in sequence, with each course being prerequisite to the next course. Separate sections for music majors when enrollment permits. 2 lab hours per week.

MUSC 1160, Group Piano Instruction II

For non-music majors and non-keyboard music majors. Introduction to piano technique, music notation, elementary theory, reading, harmonization and transposition. Lab includes demonstrations, activities, individualized instruction and solo and ensemble experience. Repertoire reinforces concepts taught, and includes standard works by major composers. Prepares students to harmonize major and minor melodies, play major and minor scales, primary chords and arpeggios, sight-read, and perform repertoire to level of Bach minuets. Series to be taken in sequence, with each course being prerequisite to the next course. Separate sections for music majors when enrollment permits. Prerequisite: MUSC 1150. 2 lab hours per week.

MUSC 1210, Vocal Theatre Performance

This course is designed for students participating as vocal performers for the annual musical produced by the Theatre program. Student vocalists and choir members work closely with their conductor in developing supporting and on-stage performances.

MUSC 1250, Rebel Chorus

A large ensemble, choral music experience designed for the general student interested in musical enrichment as well as for students with an emphasis in music. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation while experiencing a wide variety of musical styles from the Renaissance to the twentieth-century (classical and popular styles). Students will actively participate in regular rehearsals and public performances. Fulfills elective credits and may be repeated for credit. 3 lecture hours per week.

MUSC 1260, Men's Chorus

This selected chorus is designed for male singers with advanced choral music experience. The student will develop singing skills through rehearsals and performances of appropriate musical literature from Medieval to vocal jazz. Instructor permission required. 2 lab hours per week.

MUSC 1270, Chamber Singers

A small ensemble choral music experience designed for singers of a more advanced ability than Music 1250. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone and interpretation through appropriate small ensemble literature from the Renaissance to the twentieth-century (classical and popular styles). Students will actively participate in regular rehearsals and public performances by the Chamber Singers. Fulfills elective credits and may be repeated for credit. 4 lecture hours per week.

MUSC 1280, Women's Chorus

This selected chorus is designed for female singers with advanced choral music experience. The student will develop singing skills through rehearsals and performances of appropriate musical literature from Medieval to vocal jazz. Fulfills elective credits and may be repeated for credit. 2 lecture hours per week.

MUSC 1290, The Vocal Jazz Project

A small choral ensemble of advanced singers dedicated to the study and performance of vocal jazz literature. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation through appropriate small ensemble vocal jazz literature. Students will actively participate in regular rehearsals and public performances. Fulfills elective credits and may be repeated for credit. Prerequisite: Audition required. 2 class hours per week.

MUSC 1310, Wind Ensemble

This course is a performing ensemble for all interested musicians with instrumental or band experience in high school as well as for students with an emphasis in music. This course is a participation type class and provides the student experience in a large ensemble where they are able to practice their instrument while working on the fundamentals of ensemble playing (tone quality, balance, blend, dynamics, etc.) as well as the more advanced concepts of good musicianship (phrasing, rhythms, sight reading, interpretation, etc.). The course also exposes the student to the standard band repertoire as well as the more recent or contemporary literature. Course may be repeated for credit. Prerequisite: No prerequisites or auditions required. 1 lecture hour and 3 lab hours per week.

MUSC 1320, Varsity Band

This course is a performing ensemble for any interested instrumental musician who has previous experience in high school bands or the equivalent. Teaches the fundamentals of good ensemble playing through "Pop" band music. Instruction is through class participation. This band performs regularly at all home football and basketball games. Students in this ensemble may be remunerated for their services. May be repeated for credit. Prerequisite: Concurrent enrollment in MUSC 1310, Wind Ensemble. 1 lecture hour and 1 lab hour per week.

MUSC 1330, Jazz Ensemble

This course is for the instrumental musician with an interest or emphasis in the study and performance of jazz music. Students in this ensemble should have some previous experience in this medium as well as have a basic understanding of improvisation. Exposes the student to various styles of music including swing, Latin, rock and ballads through the medium of the "big band" (5 saxes, 5 trumpets, 5 trombones, piano, bass, drums, guitar). Course of study includes sight reading, improvisation and performance. May be repeated for credit. Prerequisite: Concurrent enrollment in MUSC 1310, Wind Ensemble. Audition may be necessary. 1 lecture hour and 3 lab hours per week.

MUSC 1340, Woodwind Ensemble

For woodwind players seeking a small ensemble performance experience. Stresses the elements of good performance preparation: intonation, balance, blend, and tone production in a constant effort to increase musicality. Wide range of repertoire surveyed. Classes are spent in rehearsal and development for performances. Students who successfully complete this course will gain a greater awareness of small ensemble rehearsal techniques and performance. May be repeated for credit. Prerequisite: Instructor permission. 1 lecture hour and 1 lab hour per week.

MUSC 1350, Symphony Orchestra

The chamber orchestra is an instrumental ensemble consisting of 18 to 25 student musicians selected by audition. The ensemble focuses on the orchestral literature of the 18th century masters, as well as on selected 19th and 20th century compositions, through sight-reading, rehearsals and public performances, for the purpose of increasing the student's musical skills, knowledge and appreciation for the repertoire. Prerequisite: Instructor permission and audition required. 1 lecture hour and 2 lab hours per week.

MUSC 1360, Brass Ensemble

For brass players seeking small ensemble performance experience. Stresses the elements of good performance preparation: intonation, balance, blend and tone production in a constant effort to increase musicality. Wide range of repertoire surveyed. Classes are spent in rehearsal and development for performances. Students who successfully complete this course will gain a greater awareness of small ensemble rehearsal techniques and performance. Prerequisite: Instructor permission. May be repeated for credit. No auditions required. 1 lecture and 1 lab hour per week.

MUSC 1370, Guitar Ensemble

Performance class for guitar students to gain experience playing in ensemble situations, reading music and rhythms, and following a director. Students will need to be able to read music for guitar in 1st position. The ensemble will perform in many situations. This class will meet important ensemble requirements for performance majors. Prerequisite: Read Music, 1st position chords. 3 lecture hours per week.

MUSC 1730, Group Vocal Instruction I

For students desiring basic vocal training. This training will cover basic singing technique including breathing, registration, vowel and consonant formation, and overall coordination of the singing mechanism. An understanding of both the theory and practice of these techniques will be explored. The course is intended for future music educators as well as students who wish to improve their own singing. In-class singing of exercises and song literature of various popular and classical styles. Students will be required to sing solo before the class as part of daily activities. Students who successfully complete this course will have an understanding of the basics of singing which will provide a foundation for the continuation of singing activities throughout their lives. Fulfills elective credits. May be repeated for credit for a maximum of 2 credits. 2 lab hours per week.

MUSC 1740, Percussion Study

This course is required for Instrumental Music Education majors. It also fulfills music elective credit for other music degree emphases. Teaches historic background of percussion instruments and their pedagogy and performance. Classes will consist of lecture, hands-on playing, and assembling materials for future reference. Course objectives include mastering basic percussion stroke and applying it to various instruments and utilizing techniques and proper stick/mallet to produce desired timbres. Completers should be qualified to identify and remedy percussion performance errors in grade 6-12 music. 1 lecture, 1 lab hour per week.

MUSC 1750, String Study

This course is required for Instrumental Music Education majors. It also fulfills music elective credit for other music degree emphases. It covers the history of string instruments and their pedagogy and performance as well as potential methodologies to use in public school curriculum. Classes will consist of lecture, hands-on playing, and assembling materials for future reference. Course objectives include mastery of right and left hand techniques for string instruments. Those who complete the course will be qualified to identify and remedy string playing performance errors in grades 6-12 music. 1 lecture, 1 lab hour per week.

MUSC 1760, Brass Study

This course is required for Instrumental Music Education majors. It also fulfills music elective credit for other music degree emphases. Teaches historic background of brass instruments and their pedagogy and performance. Classes will consist of lecture, hands-on playing, and assembling materials for future reference. Course objectives include mastering embouchures and fingerings for varied brass instruments. Completers should be qualified to identify and remedy brass playing performance errors in grades 6-12 music. 1 lecture, 1 lab hour per week.

MUSC 1770, Woodwind Study

This course is required for Instrumental Music Education majors. It also fulfills music elective credit for other music degree emphases. Teaches historic background of woodwind instruments and their pedagogy and performance. Classes will consist of lecture, hands-on playing, and assembling materials for future reference. Course objectives include mastering embouchures and fingerings for varied woodwind instruments. Completers should be qualified to identify and remedy woodwind playing performance errors in grades 6-12 music. 1 lecture, 1 lab hour per week.

MUSC 1890, Vocal Study

This course is required for Choral Music Education majors. This course will prepare the instrumentalist with the basic tools for instructing vocal and choral students. Objectives include proper breathing, establishment of range, singing techniques, use of the voice, vowel production and modification. Classes will consist of lecture, group and solo singing, and assembling materials for future reference. Those who complete the course will be qualified to identify and remedy choral performance errors in grade 6-12 music. 4 lecture hours per week.

MUSC 1790, Beginning Guitar

An introduction for all students interested in guitar. Teaches students to play chords, strum and fingerpick patterns, and read music in first position. Uses lecture, text and guest lecturers. Students must practice three hours per week. Students who successfully complete this course will be able to teach themselves from standard sheet music. Can be repeated for credit. 1 lecture and 1 lab hour per week.

MUSC 1800, Intermediate Guitar

This course is for students with basic skills that wish to advance their abilities. Students should be familiar with first position chords, basic accompaniment styles and read music in first position before taking this course. Teaches students bar chords, chords with added bass notes, advanced accompaniment, improvisation, arranging skills and reading in upper positions. Students who successfully complete this course will have a thorough knowledge of the guitar fingerboard. Can be repeated for credit. Prerequisite: MUSC 1790 1 lecture and 1 lab hour per week.

MUSC 1810, Private Applied Music I: Vocal

Private music lessons designed for the general education student seeking to increase skills in vocal performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Includes a weekly performance class. Instructor permission and lab fees required. 1 lab hour per week.

MUSC 1811, Private Applied Music I: Piano

Private music lessons designed for the general education student seeking to increase skills in piano performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Includes a weekly performance class. Instructor permission and course fees required. 1 lab hour per week.

MUSC 1812, Private Applied Music I: Brass

Private music lessons designed for the general education student seeking to increase skills in brass performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Prerequisite: Instructor Permission. Lab fees required. 1 lab hour per week.

MUSC 1813, Private Applied Music I: String

Private music lessons designed for the general education student seeking to increase skills in string performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fees required. 1 lab hour per week.

MUSC 1814, Private Applied Music I: Woodwinds

Private music lessons designed for the general education student seeking to increase skills in woodwind performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fees required. 1 lab hour per week.

MUSC 1815, Private Applied Music I: Guitar

Private music lessons designed for the general education student seeking to increase skills in guitar performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fees required. 1 lab hour per week.

MUSC 1816, Private Applied Music I: Organ

Private music lessons designed for the general education student seeking to increase skills in organ performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fees required. 1 lab hour per week.

MUSC 1820, Basic Guitar Improvisation

For any student interested in the basics of guitar improvisation. These skills are taught using the guitar, but they may be applied to other instruments. Students should be familiar with first position chords, basic accompaniment styles, and read music in first position before taking this class. Prerequisite: None. 1 lecture hour and 1 lab hour per week.

MUSC 1821, Private Applied Music I: Percussion

Private music lessons designed for the general education student seeking to increase skills in percussion performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Fee required. 1 lab hour per week.

MUSC 1850, Basic Guitar Improvisation

For any student interested in the basics of guitar improvisation. These skills are taught using the guitar, but they may be applied to other instruments. Students should be familiar with first position chords, basic accompaniment styles, and read music in first position before taking this class. 1 lecture hour and 1 lab hour per week.

MUSC 2010, Music History and Literature I

A comprehensive view of the evolution of the art of music as part of the social, cultural and ideological history of the western world, with emphasis upon selected masterworks. Mus 2010: Antiquity through the 18th Century. Music 2020: 19th Century through the 20th Century. 3 lecture hours per week.

MUSC 2020, Music History and Literature II

A comprehensive view of the evolution of the art of music as part of the social, cultural and ideological history of the western world, with emphasis upon selected masterworks. Music 2010: Antiquity Through the 18th Century. Music 2020: 19th Century Through the 20th Century. 3 lecture hours per week.

MUSC 2110, Music Theory III

Designed for students with an emphasis in music. This course is the second year of music theory study. The course includes the study of chromatic harmony, 16th and 18th century counterpoint, 20th century compositional techniques, formal and harmonic analysis. Prerequisite: MUSC 1120. The series must be taken in sequence. 3 lecture hours per week.

MUSC 2120, Music Theory IV

Designed for students with an emphasis in music. This course is the second year of music theory study. The course includes the study of chromatic harmony, 16th and 18th century counterpoint, 20th century compositional techniques, formal and harmonic analysis. Prerequisite: MUSC 2110. The series must be taken in sequence. 3 lecture hours per week.

MUSC 2130, Ear Training/Sight Singing III

Designed for students with an emphasis in music. This course is the second year of ear training and sight singing study dealing with aural and sight singing skills paralleling the theoretical material of Music Theory II. Corequisite: MUSC 2110. Prerequisite: MUSC 1140. Simple keyboard skills necessary. Series must be taken in sequence, with each course prerequisite to the next. 1 lecture hour per week.

MUSC 2140, Ear Training/Sight Singing IV

Designed for students with an emphasis in music. This course is the second year of ear training and sight singing study dealing with aural and sight singing skills paralleling the theoretical material of Music Theory II. Corequisite: MUSC 2120. Prerequisite: MUSC 2130. Simple keyboard skills necessary. Series must be taken in sequence with each course prerequisite to the next. 2 lecture hours per week.

MUSC 2150, Group Piano Instruction III

For music majors. Third course in a series of four. Piano technique, sight-reading, accompanying, improvisation, transposition, and performance skills. Prerequisite: MUSC 1160. 2 lab hours per week.

MUSC 2160, Group Piano Instruction IV

For music majors. Fourth course in a series of four. Piano technique, sight-reading, accompanying, improvisation, transposition, and performance skills. Prerequisite: MUSC 2150. 2 lab hours per week.

MUSC 2240, Southern Utah Heritage Choir

A large ensemble choral music experience designed primarily for members of the community interested in the performance of sacred choral music. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation while learning music from various styles, periods and geographical locations. Students will actively participate in regular rehearsals and public performances. Fulfills elective credits and may be repeated for credit. Audition required. 3 lecture hours per week.

MUSC 2250, Southwest Chorale

A large ensemble choral music experience designed primarily for members of the community interested in musical enrichment. The Chorale frequently performs with the Southwest Symphony Orchestra. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation while experiencing a wide variety of musical styles from the Renaissance to the twentieth-century (classical and popular styles) with an emphasis on major choral and orchestral works. Students will actively participate in regular rehearsals and public performances. Fulfills elective credits and may be repeated for credit. Prerequisite: Audition for instructor. 2 lab hours per week.

MUSC 2260, Southwest Symphony Orchestra

This class, a full symphony orchestra, is for community performers and college students with orchestral experience. The course includes many orchestral works from the various style periods including Baroque, Classic, Romantic and 20th Century. Concepts and musical style are taught through participation. Students in this ensemble should be accomplished on their instrument and studying privately. Previous experience is also a necessary qualification. The ensemble performs several times each year--symphonies, oratorios, concertos, overtures, etc. May be repeated for credit. Prerequisite: Concurrent enrollment in MUS 1350 and audition for instructor. 3 lab hours per week.

MUSC 2350, Fundamentals of Conducting

For students with an emphasis in music, and for other students with an interest in ensemble conducting. Covers the fundamental aspects of conducting choral and/or instrumental groups as well as some more advanced topics. Students are involved in instrumental and vocal conducting. Concert attendance for purposes of viewing other conductors is required. Students must have some background in vocal or instrumental ensembles and be able to read music. Students who successfully complete this course will be able to conduct choral and instrumental music. 3 lecture hours per week.

MUSC 2650, Piano Pedagogy I

For music majors emphasizing piano instruction and piano teachers who wish to improve their craft. Designed to prepare qualified pianists to teach piano effectively and to acquaint them with new materials and techniques from beginning to intermediate levels. Principles taught include: rhythm, technique, sight-reading, harmonization, transposition, practice skills private and group lesson pedagogies, and learning styles. This course is the first of two in a series. Prerequisite: MUSC 1530 or concurrent enrollment. 2 lecture hours per week.

MUSC 2660, Piano Pedagogy II

For music majors emphasizing piano instruction and piano teachers who wish to improve their craft. Designed to prepare qualified pianists to teach piano effectively and to acquaint them with new materials and techniques from intermediate through advanced levels. Principles taught include: rhythm, technique, sight-reading, harmonization, transposition, practice skills private and group lesson pedagogies, and learning styles. Prerequisite: MUSC 2650. 2 lecture hours per week.

MUSC 2710, Theatre Orchestra

This course is designed for students participating as musicians for the pit orchestra and supports the accompanying needs of the annual musical produced by the Theatre program. Student musicians work closely with their conductor in developing score dynamics, tempo and tone to accompany on-stage performances. 2 lecture hours per week.

MUSC 2810, Private Applied Music II: Vocal

Private vocal lessons designed for music students, and for any desiring a more challenging experience than MUSC 1810. Course may be repeated for credit. Includes a weekly performance class. Instructor permission and lab fees required. 1 lab hour per week.

MUSC 2811, Private Applied Music II: Piano

Private piano lessons designed for music students, and for any desiring a more challenging experience than MUSC 1811. Includes a weekly performance class. Course may be repeated for credit. Instructor permission and lab fees required. 1 lab hour per week.

MUSC 2812, Private Applied Music II: Brass

Private brass lessons designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1812. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fee required. 1 lab hour per week.

MUSC 2813, Private Applied Music II: Strings

Private strings lessons designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1813. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fee required. 1 lab hour per week.

MUSC 2814, Private Applied Music II: Woodwinds

Private woodwinds lesson designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1814. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fee required. 1 lab hour per week.

MUSC 2815, Private Applied Music II: Guitar

Private guitar lessons designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1815. Course may be repeated for credit. Prerequisite: Instructor permission. Lab Fee Required. 1 lab hour per week.

MUSC 2816, Private Applied Music II: Organ

Private organ lessons designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1816. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fees required. 1 lab hour per week.

MUSC 2821, Private Applied Music II: Percussion

Private percussion lessons designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1821. Course may be repeated for credit. Fee required. 1 lecture hour per week.

MUSC 2865, Piano Skills and Literature I

Basic keyboard techniques, including sight reading, transposition, improvisation, figured bass, scales, chords, and analysis. Introduction to the analysis of piano literature. 2 lecture hours per week.

MUSC 2866, Piano Skills and Literature II

Continuation of MUSC 2865. Basic keyboard techniques, including sight reading, transposition, improvisation, figured bass, scales, chords, and analysis. Introduction to the analysis of piano literature. Prerequisite: MUSC 2865. 2 lecture hours per week.

MUSC 2990, Seminar in Music

For students seeking instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Prerequisite: Instructor permission.

MUSC 2994, Seminar in Music

For students seeking instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Instructor permission required.

MUSC 3210, Vocal Theatre Performance

This course is designed for students participating as vocal performers for the musicals produced by the Theatre program. Student vocalists and choir members work closely with their conductor in developing supporting and on-stage performances. 2 lecture hours per week.

MUSC 3220, Choral Methods

For students preparing to work with choral ensembles. This course is the study of the administration and teaching of choral music in secondary education. Instruction will include lecture, demonstration, in-class participation, written tests and assignments, and out-of-class projects. Upon completing this course, the student will have the necessary tools to organize, administer, and teach a choral ensemble. 2 lecture hours per week.

MUSC 3221, Choral Literature

For students interested in learning about choral repertoire. This course is a survey of western art music's choral literature suitable for secondary education. Course instruction will consist of lecture, demonstration, research assignments, written tests, and oral reports in class. Course completion will enable students to make educated and appropriate choral literature selections for their choirs. 2 lecture hours per week.

MUSC 3222, Choral Conducting

This course is designed for students desiring to conduct choirs. The course will teach basic conducting techniques for conducting choral ensembles. Instruction will include lecture, demonstration, in-class participation, conducting examinations, and out-of-class assignments. Upon completing the course, students will be able to competently conduct a choral ensemble. 2 lecture hours per week.

MUSC 3250, Rebel Chorus

A large ensemble, choral music experience designed for the general student interested in musical enrichment as well as for students with an emphasis in music. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation while experiencing a wide variety of musical styles from the Renaissance to the twentieth-century (classical and popular styles). Students will actively participate in regular rehearsals and public performances. 3 lecture hours per week.

MUSC 3260, Men's Chorus

This selected chorus is designed for male singers with advanced choral music experience. The student will develop singing skills through rehearsals and performances of appropriate musical literature from Medieval to vocal jazz. Prerequisite: MUSC 1260. 2 lab hour per week.

MUSC 3270, Chamber Singers

A small ensemble choral music experience designed for singers of a more advanced ability than MUSC 1270. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone and interpretation through appropriate small ensemble literature from the Renaissance to the twentieth-century (classical and popular styles). Students will actively participate in regular rehearsals and public performances by the Chamber Singers. 4 lecture hours per week.

MUSC 3280, Women's Chorus

This selected chorus is designed for female singers with advanced choral music experience. The student will develop singing skills through rehearsals and performances of appropriate musical literature from Medieval to vocal jazz. 2 lecture hours per week.

MUSC 3290, The Vocal Jazz Project

A small choral ensemble of advanced singers dedicated to the study and performance of vocal jazz literature. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation through appropriate small ensemble vocal jazz literature. Students will actively participate in regular rehearsals and public performances. 2 lab hours per week.

MUSC 3350, Instrumental Conducting

Course of study will cover all aspects of developing the motor skills of conducting. The course will also cover aspects of rehearsal techniques, score preparation, musical evaluation of rehearsal/performance, and music selection (programming). Students will be able to demonstrate conducting gestures, score analysis, and rehearsal skills with an instrumental or vocal ensemble. 2 lecture hours per week.

MUSC 3540, Form and Analysis

Analytical study of forms from 18th Century to the present, including baroque contrapuntal structures and instrumental forms, classical sonata cycle and romantic part forms. Emphasizes written and aural analysis. Prerequisite: MUSC 2110. 3 lecture hours per week.

MUSC 3630, Music History and Literature I

A comprehensive view of the evolution of the art of music as part of the social, cultural and ideological history of the western world, with emphasis upon selected masterworks: Medieval and Renaissance. 3 lecture hours per week.

MUSC 3640, Music History and Literature II

A comprehensive view of the evolution of the art of music as part of the social, cultural and ideological history of the western world, emphasis upon selected masterworks.: Baroque and Classical. Prerequisite: MUSC 3630. 3 lecture hours per week.

MUSC 3650, Music History and Literature III

A comprehensive view of the evolution of the art of music as part of the social, cultural and ideological history of the western world, with emphasis upon selected masterworks: 19th Century to present. Prerequisite: MUSC 3640. 3 lecture hours per week.

MUSC 3810, Private Applied Music III: Vocal

Private vocal lessons designed for music students. Includes a weekly performance class. Course may be repeated for credit. Prerequisite: MUSC 2810 and instructor permission. Course fee required. 2 I hours per week.

MUSC 3811, Private Applied Music III: Piano

Private piano lessons designed for music students. Includes a weekly performance class. Course may be repeated for credit. Prerequisite: MUSC 2811 and instructor permission required. 2 lab hours per week.

MUSC 3813, Private Applied Music III: Strings

Private string lessons designed for music students. Includes a weekly performance class. Course may be repeated for credit. Course fee required. Prerequisite: MUSC 2813 and instructor permission required. 2 lecture hours per week.

MUSC 3861, Diction for Singers I

For vocal students interested in learning the International Phonetic Alphabet and the fundamentals of the proper pronunciation of English and Italian diction as it applies to singing. Students will learn via written and verbal assignments as well as singing in class. This course prepares students for the proper performance of English and Italian vocal literature as well as laying the foundation for future language study related to singing. This class is a prerequisite for MUSC 3862. 2 lecture hours per week.

MUSC 3862, Diction for Singers II

For vocal students interested in learning the fundamentals of the proper pronunciation of French and German diction as it applies to singing. Students will learn via written and verbal assignments as well as singing in class. This course prepares students for the proper performance of French and German vocal literature. Prerequisite: MUSC 3861. 2 lecture hours per week.

MUSC 3890, Junior Recital

This course is for junior level students preparing for solo recitals. It provides credit and supervision for public performance of student solo recitals. Prerequisite: MUSC 381X. Instructor permission required.

MUSC 4485**Percussion Ensemble**

For Music Majors and other students with an interest in performing percussion music. Stresses the elements of good performance preparation: including techniques unique to percussion instruments in a constant effort to increase musicality. Wide range of repertoire surveyed. Classes are spent in rehearsal and development for performances. Students who successfully complete this course will gain a greater awareness of small ensemble rehearsal techniques and performance. Prerequisite: Instructor permission. May be repeated for credit.

MUSC 4538, Orchestration

The study of specific characteristics of all orchestral instruments in various combinations ranging from small ensembles to full orchestra. 3 lecture hours per week.

MUSC 4560, Counterpoint and Analysis

Introduction to the study of structural/formal analytical techniques of the 18th and 19th centuries. Writing and analysis of 18th century counterpoint through fugue. Prerequisite: MUSC 3540. 3 lecture hours per week.

MUSC 4650, Pedagogy Practicum I

Application of knowledge and skills gained in pedagogy courses. Student will prepare lesson plans, document progress, and evaluate their teaching assignments in private settings. Prerequisites: MUSC 2650 and MUSC 2660. 2 lecture hours per week.

MUSC 4660, Pedagogy Practicum II

Continuation of MUSC 4650. Application of knowledge and skills gained in pedagogy courses. Students will prepare lesson plans, document progress, and evaluation their teaching assignments in private settings. Prerequisite: MUSC 4650. 2 lecture hours per week.

MUSC 4700, Choral Music Methods

Methods of organization, administration, and instruction relative to the instrumental music program of grades six through twelve. 2 lecture hours per week.

MUSC 4710, Instrumental Music Methods

Methods of organization, administration, and instruction relative to the instrumental music program of grades six through twelve. 2 lecture hours per week.

MUSC 4810, Private Applied Music IV: Vocal

Private vocal lessons designed for music students. Includes a weekly performance class. Prerequisite: MUSC 3810 and instructor permission. Course fees required. Course may be repeated for credit. 2 lab hours per week.

MUSC 4811, Private Applied Music IV: Piano

Private piano lessons designed for music students. Includes a weekly performance class. Course may be repeated for credit. Prerequisite: MUSC 3811 and instructor permission required. Course fee required. 2 lab hours per week.

MUSC 4813, Private Applied Music IV: Strings

Private string lessons designed for music students. Includes a weekly performance class. Course may be repeated for credit. Course fee required. Prerequisite: MUSC 3813 and instructor permission required. 2 lecture hours per week.

MUSC 4861, Vocal Pedagogy

For students interested in learning about the pedagogy of singing. This course is a study of the physics of singing, vocal anatomy and physiology and their application to singing as well as their implications for teaching singing. Course instruction will consist of lecture, demonstration, research assignments, written tests, and practical applications in class. This course equips students to better understand their own voices and how to teach others the art of singing. 2 lecture hours per week.

MUSC 4862, Vocal Literature

For students interested in learning about the pedagogy of singing. This course is a study of the physics of singing, vocal anatomy and physiology and their application to singing as well as their implications for teaching singing. Course instruction will consist of lecture, demonstration, research assignments, written tests, and practical applications in class. This course equips students to better understand their own voices and how to teach others the art of singing. 2 lecture hours per week.

MUSC 4865, Piano Literature I

History of piano literature and performance practices from the Baroque period to the Classical period. 2 lecture hours per week.

MUSC 4866, Piano Literature II

History of piano literature and performance practices from the Romantic period to the present. 2 lecture hours per week.

MUSC 4890, Senior Recital

This course is for senior level students preparing for solo recitals. It provides credit and supervision for public performance of student solo recitals. Prerequisite: MUSC 381X. Instructor permission required.

Appendix E: Dixie State College Student Survey, March 17-19, 2008

Total Percent

Question #1: How many credits does your college transcript show?

A. 0-30	253	37.4%
B. 31-60	242	35.8%
C. 61-90	116	17.2%
D. 91-120	35	5.2%
E. 121 or more	30	8.6%

Question #2: Where are you from?

A. Washington or Kane County, Utah	348	51.5%
B. other Utah counties	190	28.1%
C. Nevada, Arizona, Idaho, or Colorado	71	10.5%
D. Elsewhere	66	9.8%

Question #3: Are you pursuing one of Dixie State College's current bachelor degree offerings?

A. Yes	257	38.0%
B. No	419	62.0%

Question #4: If there were a bachelor program in your field of interest, would you remain at DSC to complete it?

A. Yes, almost certainly.	432	63.9%
B. Maybe.	166	24.6%
C. No, I'll go to another college or university.	66	9.8%
D. I do not plan to pursue a bachelor's degree at any institution.	12	1.8%

Question #5: When you complete your college studies and enter the workforce, do you plan to work:

A. Anywhere you can get a job.	388	57.7%
B. Only in the western U.S.	141	21.0%
C. Only in Utah.	76	11.3%
D. Only in southern Utah.	67	10.0%

Question #6: Mark the choice that best matches your general field of study:

A. Fine arts	233	35.0%
B. Business/Computers	103	15.5%
C. Science/Health Science	147	22.1%
D. Education	49	7.4%
E. Other	134	20.1%

March 18, 2009

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 for consideration by the Regents on the Consent Calendar of the Programs Committee.

A. University of Utah – New Minor in Religious Studies

Request: This proposal is for the creation of a new stand-alone interdisciplinary Minor in Religious Studies to be housed in the College of the Humanities at the University of Utah. The new Minor will replace an existing Minor in Religion and Culture developed under the auspices of the Comparative Literary and Cultural Studies (CLCS) program in the Department of Languages and Literature. Since the Department of Languages and Literature has already put into place an administrative structure to advise students enrolled in its CLCS Religion and Culture track, the proposed Minor in Religious Studies will benefit from this structure (website, advising, and directorship).

In recent years, the study of religion has moved to the forefront of many academic conversations. Its cultural, social, and political functions have been at the heart of much recent scholarship. An article by Professor Diana Eck (*Journal of the American Academy of Religion* 75/4), founder and director of the Pluralism Project since 1991, identifies three spheres—scholarly, civic, and theological—where religious phenomena need to be addressed in a responsible way. She then encourages academics in the critical study of religious pluralism as well as all forms of religious identities. This academic approach should be directed at uncovering the positive side of current religious changes and creating new courses where students have a place to explore this growing social and cultural reality. On the other hand, Professor Steven Prothero in his most recent book, *Religious Literacy* (HarperOne: 2007) makes the case for re-instituting into the Liberal Arts curriculum courses that would provide college students with basic foundational knowledge of various religious traditions in order to train them to be conversant in the world at large. This current proposal takes the first step towards creating at the University of Utah a forum where students can study religion in an academic and critical way in order to be better prepared to work and live in a world that is increasingly shaped by religious pluralism and traditions.

Based on the institutional and intellectual strength and richness of the U of U, this proposal envisions a program of study that is highly interdisciplinary and competitive with similar programs at similar institutions. Electives are divided into four groups—Text & Literature, Theory & Methodology, Art, Culture, & Society,

and World Religions—that will allow students to organize their curriculum in a meaningful way and encourage them to take classes across several disciplines as well as colleges. As a Minor, the current proposal seeks to encourage the exploration of religion as a major element of various disciplinary conversations. At this stage it does not pretend to offer students a full-fledged specialization in religious studies, but rather allows them to investigate the study of religion from several angles and eventually spark their interest in pursuing a graduate degree later on in their academic career.

The program of study draws entirely from existing course offerings in 13 departments or programs (English, History, Communication, Philosophy, Languages & Literature, Political Science, Social Work, Sociology, Anthropology, Art & Art History, Theatre, Health Promotion & Education, and the Middle East Center) spread across five colleges (Humanities, Social & Behavioral Science, Social Work, Fine Arts, and Health). Other departments, such as Film, Psychology, and Music, could at a later date join the set of participating departments were they to schedule courses pertaining to the study of religion.

Administratively, the enrollment of students and the subsequent paperwork linked to their Minor will be centralized in the Department of Languages and Literature through its Academic Coordinator. Advising will be conducted by the Committee on Religious Studies, made up of one representative from each of the 12 departments involved in the Minor, under the auspices of the College of Humanities. It is assumed that most student advising in the early years will be done by the Director of Religious Studies. As the Minor grows, it is expected that the advising of students from different departments will be done by the faculty member from that department currently sitting on the Committee. Students considering declaring the Minor will be required to meet individually with the Director of Religious Studies in order to discuss the constitution of their programs. They will be encouraged to do this as early as possible in their undergraduate career, though it is to be expected that some students will also construct a Minor after they have taken a number of eligible courses. All students declaring the Minor will meet with their advisor two semesters in advance of their graduation date, as required by the University's graduation procedures. As the program evolves, other departments might be added to the set of participating disciplines, and these departments would also have a representative on the Committee.

Students must complete a minimum of 18 credit hours divided into a capstone seminar and five courses selected from the four distribution areas: Text and Literature; Theory and Methodology; Art, Culture, and Society; and World Religions. Students are required to complete at least three credit hours in each distribution area and they are required to organize these four courses around either a tradition or a specific cluster of disciplinary approaches. In addition, these courses must be at the 3000 level or higher, must be approved by the committee, and must be distributed among at least three departments.

A list of courses approved in advance will be posted on a Religious Studies website before the beginning of each semester. These lists will be archived on the website by semester and year for the use of both the Program and students. Every effort will be made before the beginning of each semester to contact instructors of courses where course content may vary considerably from semester to semester in order to determine if the scheduled course meets the Religious Studies criteria. Students may also petition the Committee for approval of a course not on the list.

In order to be approved as an elective, a course will need to incorporate one of the following emphases:

- Thematic: The course treats a relevant theme to the study of religion in a specific tradition, a specific genre, or a specific time period. Themes such as death, creation myths, representations of hell and paradise, prayer or sermon as a literary genre, mysticism, sacrifice, etc., would be considered relevant.

- **Methodological:** The course discusses various methodological and theoretical models in any given discipline and opts to include a significant section of its material on theories and methodologies that pertain to the study of religion such as, hermeneutics, religious paradigms, ritual and performance studies, myths and symbolism, cultural studies, etc.
- **World Religions:** The course focuses on one or several cultural traditions and includes a discussion of religious elements in dialogue with other cultural artifacts.
- **Disciplinary:** The course studies religion, including but not restricted to religious identity, religious practices, religious behavior, or religious history from a specific disciplinary approach in a similar existing course such as sociology of religion or philosophy of religion already work.

Need: It is common knowledge that the study of religion has long been an established and respected area of inquiry at the world's major universities. In America, this has been largely true, however, only at the great private universities, many of which had religious foundations. Harvard, Yale, and Columbia, for example, all continue to have thriving divinity schools, and Comparative Religious Studies is a long established discipline throughout the Ivy League. By contrast, public universities, in large part due to the nature of the Jeffersonian split between church and state in America—a split that religious studies programs often explore in some detail—have largely eschewed any contact with the subject of religion. The consequence of this historical fact is that students at America's public universities have often found themselves at a distinct disadvantage whenever religion enters the scholarly discussion of nations, international affairs, terrorism, globalization, and what Samuel Huntington notoriously described as the “clash of civilizations.”

A recent survey conducted by the American Academy of Religion shows that an important shift has occurred in the past few years and large state universities are now opening departments and programs in the study of religion. This shift indicates that in the current political, social, and cultural environment, if coming generations of students, likely to be increasingly interested in the global world, are to be properly educated, the study of religion needs to be an intrinsic part of their education. Like many other flagship institutions, the University of Utah must begin building curricular structures that can serve students' intellectual needs. The creation of a Minor in Religious Studies is, to be sure, a very small first step, especially in the light of what the great private universities have already achieved. But it is a necessary first step, around which a more substantial and far-reaching program in Religious Studies can be constructed.

In the state of Utah, several institutions of higher education have now developed such a Minor: USU, UVU, and Westminster College. In developing its own course of study in the field of Religious Studies, the University of Utah would thus take its place in this important space for dialogue already occupied by Utah's other institutions of higher learning.

The current CLCS program is tied to a single department and doesn't allow students to minor in Religious Studies. The range of perspectives represented by the Humanities, Social Science, Fine Art as well as other colleges is key for providing a balanced and deep curriculum. Thus, an independent, interdisciplinary program will be better suited to help the U of U develop a strong program in the study of religion. By fostering the development of comparative and interdisciplinary studies, the College of Humanities supports and encourages the University broader vision of internationalism and cross-cultural studies.

Institutional Impact: The Minor will require no institutional support beyond what is currently provided. The Minor is built around currently taught courses as well as an existing program. No new faculty members are required, though it is hoped that Religious Studies offerings might increase in other departments.

Finances: The Minor has been constructed so that there should be no net migration of SCH to any one department, and hence no financial gain or loss for any one department. Since the Minor is composed of existing courses taught by currently employed faculty, there currently is no need for additional resources.

B. Weber State University

i. Fast Track: Certificate in Network Technologies

Request: Weber State University requests an Institutional Certificate in Network Technologies. The proposed Institutional Certificate in Network Technologies will be taught in the evening and consists of four existing courses that are currently offered in the Departments of Telecommunications and Business Education (TBE) and Computer Science (CS). This certificate will be an integral part of a Jobs Now Grant recently received by the TBE Department. The four courses that make up this certificate are:

TBE 2300	Introduction to LAN Management or	3
CS 2705	Network Fundamentals and Design	4
TBE 2415	Cisco TCP/IP Routing Protocols and Router Configurations	3
TBE 2435	Cisco Advanced LAN and WAN Switching and Routing Theory and Design	3
TBE 3300	Advanced LAN Security Management or	3
CS 3705	Protocol Analysis	4
Total Credit Hours		12- 14

Need: The Telecommunications and Business Education Department recently received a Jobs Now Economic Development Initiative Grant that started in Fall 2008 for a program to upgrade the technical skill level of current entry-level employees and prospective employees in the computer networking industry. The upgrade provided to these employees through this program will consist of a Network Technologies certificate along with a Cisco Certified Network Administrator (CCNA) certificate (for those students who pass the required exams). This grant is designed to meet the need for trained technicians in the computer networking industry and is open to all prospective students.

Each course consists of a combination of lecture and lab work and includes the use of the hardware students will encounter on the job. In addition, students will be required to successfully complete a combination of written and hands-on exams. The Department will perform a follow-up survey of employers to make certain that the training program is effective and, if needed, will make necessary modifications.

Finally, as a condition of the grant, completers of the program are to receive appropriate certificates of credentials, thus the request for this Institutional Certificate.

Institutional Impact: This certificate should slightly increase enrollments in the two departments for students new to the program. However, it is anticipated that many of the existing TBE and CS students will also want this certificate as it will allow them to obtain their CCNA certificate. The two departments are well staffed to handle this program with existing personnel that include the department chairs, a secretary, and a technician. No new facilities will be needed as this program is being taught in the evening while the other programs in the Department are taught during the day. Any equipment needed by the program not already available through the Department will be purchased through the grant.

Finances: The costs associated are the salary and benefits for one adjunct faculty member, CCNA Certification Exam costs, supplies and materials, and equipment. Salary and benefits for the year ending June 30, 2009 are estimated to be \$22,379. The CCNA Certification exams are estimated to be \$10,000, supplies and materials are estimated at \$5,000, and equipment for the program is estimated to be \$15,000. At present, this program is funded for this academic year. Because all of these costs are covered by the Jobs Now grant, this program will not have an impact any other programs or units within the institution.

ii. ***New Emphasis: Bachelor of Fine Arts (BFA) with Art Education Emphasis***

Request: Weber State University requests a modification in the Bachelor of Fine Arts (BFA) degree by adding the Art Education emphasis currently offered by the Department of Visual Arts (DOVA). Credit hours remain consistent with other BFA emphases at 72.

This degree combines the professional art training of a BFA program with teacher licensure for grades K-12. The teaching candidate will continue to satisfy the Teacher Education admission and licensure requirements through the Moyes College of Education at current credit hours. The new emphasis area shares a common core with other emphases in the BFA degree. Importantly, the common core constitutes 55 percent of the degree. The requirements for the degree are outlined below.

Total Hours for BFA Art Education Emphasis		72
Common Core		40
Foundation	27	
Studio Distribution	9	
Art History	4	
Required Courses for Art Education Emphasis		12
ART 3515 Art Methods and Resources for Secondary Teachers I	3	
ART 3520 Art Methods and Resources for Secondary Teachers II	3	
ART 3995 Seminar	3	
ART 4990 Thesis	3	
Studio Electives	20	
Professional Education Courses		24
General Education and Institutional Requirements		30
Total Credits		126

Need: With the BFA as the national standard in professional undergraduate art degrees, the BFA Art Education degree is designed to serve the student planning to teach while continuing their vocation as a working artist. Many graduates often anticipate applying for an MFA program within several years of graduation. The BFA degree is practically essential to a successful application to an MFA program. Teaching candidates with the additional education training are often more highly sought after, due to the additional expertise and content training. These candidates are likely to be the sole art instructor, indeed the entire art department, in a relatively small high school.

Institutional Impact: Beyond a modest increase in enrollment in the Department of Visual Arts, the proposed recommendation will not affect other instructional programs of affiliated departments or programs. Existing administrative structures will not be affected. No impact in regards to (new) faculty, physical facilities or equipment is anticipated.

Finances: No cost or budget impacts associated with this proposal are anticipated.

C. *Southern Utah University*

i. *New Emphasis: Library Media in the Master of Education Program*

Request: Southern Utah University's College of Education, Graduate Studies in Education, and the Library jointly propose a new area of emphasis for the Master of Education. This proposal is constructed of only existing courses. No new courses are proposed. This proposal was approved by the SUU Board of Trustees on November 20, 2008.

This proposal would provide the opportunity for those desiring the Library Media license and a master's degree to achieve both simultaneously. The existing 24 credit core requirements for the MEd remain intact, with the addition of 18 credits for the emphasis. Currently, students may pursue the 36 credit MEd and use 12 credits of the 18 credits required for Library/Media licensure as electives. This proposal simply presents these two programs of study as a comprehensive whole. Emphasis requirements are proposed here:

Master of Education Degree (M.Ed.) (42 credits)			
Candidates must submit a copy of a current teaching license, 3 letters/reference forms, & a letter explaining reasons for applying			
Core Requirements (24 credits)		Emphasis Requirements (18 credits)	
EDUC 6000 Issues in Psychology and Measurement	3	LM 6160 Library Computer Reference Skills	3
EDUC 6010 Classroom Management	3	LM 6170 Technology for Library Media Teachers	3
EDUC 6410 Curriculum & Philosophical Foundations	3	LM 6190 Managing a Media Center	3
EDUC 6440 Creativity in Education	3	LM 6200 Library Technical Services	3
EDUC 6650 Standards for Proposal Writing	3	LM 6890 Library Media Practicum	3
EDUC 6740 School Law	3	LM 6180 Utilization of Literature in the Classroom or	3
EDUC 6910 Becoming a Master Teacher	3	EDRG 6330 Teaching with Children's & Adolescent Literature or	
EDUC 6933 Capstone M.Ed. Project*	3	EDUC 6710 Multicultural Education	

Need: This proposal clarifies and simplifies the process of earning both the Master's and the requirements for Library/Media licensure. This concise combination helps meet the need for licensed Library/Media specialists in public and private schools.

Institutional Impact: No new faculty, facilities or equipment will be necessary. This proposal is anticipated to have minimal or no impact on enrollments or administrative structures, as the students would have been able to participate in both the Master's and the licensure course work separately.

Finances: This proposal does not require any new expenditures. The anticipated impact is that it will reduce questions and time spent responding to inquiries by presenting the entire course of study in one easily understood location in the catalog.

ii. *New Area of Specialization: Elementary Integrated Studies*

Request: Southern Utah University requests authorization to offer an Elementary Integrated Studies Area of Specialization for the Elementary Education Program effective Fall 2009. The proposed area of specialization was approved by the appropriate curriculum bodies in November 2008.

The Elementary Integrated Studies Area of Specialization is made up of five courses that will expand the basic knowledge of teacher candidates for working with students in a public/private school setting. The area of specialization includes 15 credit hours. These courses already exist in the program and have been

reorganized to make up the new area of specialization. The courses for this area of specialization include EESL 4300 Foundations of Bilingual/ESL Instruction, EESL 4350 Family/Parent Involvement in Education, EDRG 4010 Language Acquisition, Early Literacy and Phonics, EDRG 4120 Integrated Studies of Children's Literature, and SPED 4120 Applied Behavior Analysis and Management.

Need: The purpose of this area of specialization is to give teacher candidates additional content and skill knowledge of critical areas needed to be effective teachers in a public/private school setting. This area of specialization allows the teacher candidate to experience additional instruction in Special Education, Children's Literature, Early Reading Instruction Content, and English as a Second Language Instruction Content. These courses will give the teacher candidate a well-balanced approach to instructing all levels of students that they will experience in a public/private school setting.

This mission of the Department of Teacher Education and Family Development at Southern Utah University is to provide teacher candidates with the knowledge, skills, dispositions, and opportunity to be an effective educator. The purpose of this area of specialization is to offer extensive coursework in the areas of Special Education, Children's Literature and Early Language Acquisition, and English as a Second Language enabling teacher candidates to design informative and effective educational programs for students.

Institutional Impact: The impact of the new program upon existing administrative structures will be minimal since the courses already exist and are being taught by faculty already in place.

Finances: No additional financial resources are required. All courses are currently being taught by existing faculty and requisite administrative structures are already in place.

D. College of Eastern Utah – Reinstating: Cultural Resource Technician Program Pathways

Request: The College of Eastern Utah requests that the Board of Regents reinstitute the Cultural Resource Technician Program, previously approved, and add it to the Native American Studies and Museum Studies programs in a three pathway combination that will lead to employment or higher degrees for students.

Need: In the mid 1990s, a number of government agencies (BLM, Park Service, Forest Service, etc.) met with selected staff and faculty from CEU to request that a cultural resource technician program be developed. The objectives were to (1) employ more Native Americans in their agencies, (2) create a pool of people skilled in general knowledge of southeastern Utah, various social science disciplines, and customer service, and (3) identify workers with an interest in long term career progression. The Board of Regents approved the Cultural Resource Technician Program and it began on the San Juan Campus. Key instructors entering into administration or leaving the college created an eight year hiatus, during which the program was removed from the catalog. There is now both qualified staff and sufficient interest from public agencies to begin the program again. Utah State University, with whom CEU is partnering, offers further studies beyond the two-year degree that allows students to continue if they desire. Like the museum program, there are bachelor's and master's degrees within the discipline, so the cultural resource technician training is not viewed solely as a terminal degree but will give an interested student a flavor of what is possible in advanced work.

Institutional Impact: Organization of offerings is based on a first year program of general education that will feed into more specialized disciplines taken in the second year—Native American studies, Museum studies, and Cultural Resource Technician studies. The Price and San Juan campuses will share their

expertise, combining faculty and use of the EDNET system to deliver courses in each discipline. For example, San Juan will be in charge of Native American studies, Price in charge of Museum studies, and the Cultural Resource Technician responsibilities shared. No new faculty are required, no new courses developed, no new programs approved. Everything is in place to “package” and move forward. By capitalizing upon instructional expertise and geographical location of both campuses, students will be drawn to employment uniquely suited to southeastern Utah.

Finances: No additional expense is anticipated. By sharing efforts between campuses, traditionally low-enrollment classes will become feasible, while many of the basic general education courses will increase.

E. Utah Valley University

i. Discontinuation: AAS in Air Conditioning and Refrigeration Technology

Request: Utah Valley University and the College of Technology and Computing request approval to discontinue the AAS degree in Air Conditioning and Refrigeration Technology (ACRT), effective Fall 2008. This request was approved by the Board of Trustees November 13, 2008.

Need: In spite of a variety of recruiting efforts, enrollments in ACRT steadily declined during the early 2000s. In addition to declining enrollments in introductory courses, increasing numbers of students were dropping out of the programs to take jobs in industry. This practice resulted in second year courses that often had one or two students enrolled. Very few of the students in the ACRT program completed the courses required for graduation with an AAS degree.

In an effort to determine whether the decline in enrollments could be reversed, numerous meetings were held with local industries and professional organizations. Those meetings revealed that there was a great need for air conditioning and refrigeration technicians but employers did not consider diplomas or degrees necessary. Most technicians were learning their skills on the job or attending short, concentrated courses with vendors of air conditioning and heating equipment.

The Fall 2006 enrollment was critically low and the first year courses were cancelled. Interest in the program has not revived and no new cohorts have been started since then.

Institutional Impact: In 2006 there were two full-time faculty members working with the ACRT program. One of those faculty members continues to work with the building construction program, teaching ACRT service courses and general building construction classes. One faculty member will be released at the end of the 2008-09 year in accordance with established policy regulating the discontinuation of programs. The resulting empty position will now support the new AAS Construction Management degree.

The lab space previously dedicated to the ACRT program will now support the newly created AAS and proposed BS Construction Management degrees.

Finances: Positions and space previously associated with the ACRT program have been re-purposed as described above. Costs associated with conversion of space have been covered internally.

ii. *Discontinuation: AAS and Diploma in Welding*

Request: Utah Valley University and the College of Technology and Computing request approval to discontinue the Diploma in Welding Technology and the AAS degree in Welding Technology, effective Fall 2008. This request was approved by the Board of Trustees November 13, 2008.

Need: In spite of a variety of recruiting efforts, enrollments in Welding Technology steadily declined during the early 2000s. In addition to declining enrollments in introductory courses, increasing numbers of students were dropping out of the programs to take jobs in industry. This practice resulted in second year courses that often had one or two students enrolled. Very few of the students in the welding technology programs completed the courses required for graduation with a diploma or an AAS degree.

In an effort to determine whether the enrollment decline could be reversed, numerous meetings were held with local industries and professional organizations. Those meetings revealed that there was a great need for welders but employers did not consider diplomas or degrees necessary, introductory welding skills being sufficient.

The Fall 2006 enrollment was critically low and the first year courses were cancelled. Interest in the program has not revived and no new cohorts have been started since then.

Institutional Impact: In 2006 there was one full-time faculty member working with the welding programs and he worked through the 2006-07 school year with those students remaining in the program. The faculty member working with the welding program was not tenured, and he did not receive a letter of appointment for the 2007-08 year. The welding faculty position was changed and an additional faculty member was hired to teach in the recently approved Construction Management AAS program.

Part of the lab space formerly dedicated to the welding programs continues to be used for welding courses taught as support courses for other programs. Part of the space has been converted to a fabrication lab used by multiple programs in the College of Technology and Computing. Space previously used by the fabrication lab is being used to expand the labs used in the recently approved Mechatronics AAS program.

Mountainland Applied Technology College has had increased enrollments in its short, concentrated courses leading to various welding certifications. Those welding courses appear to be better suited to the needs of industry than courses that are a part of a diploma or a degree program. For those students desiring an AAS degree after working in industry, UVU recently implemented an AAS in Technology that provides experiential credit for earning various certificates or licenses.

Finances: Positions and space previously associated with the Welding Technology programs have been re-purposed as described above. Costs associated with conversion of space have been covered internally.

F. *Salt Lake Community College*

i. *Discontinuation: Certificate in Medical Administrative Assistant*

Request: Salt Lake Community College requests permission to inactivate the Medical Administrative Assistant Certificate of Completion. Specifically, this will inactivate the following four courses: MA 1150

Medical Office Machines, MA 2220 Medical Transcription, MA 2230 Computerized Office Management, and MA 2830 MAA Externship courses.

Need: Recent changes in industry no longer require professional training for a Medical Administrative Assistant (MAA). Currently most staff members are trained "on the job" by physicians or their front office staff/assistants. Drop in enrollment over the past several years reflects decreased demand and/or need for this position, resulting in a drop in average class size to five to six students per semester.

Institutional Impact: Inactivating this Certificate of Completion does not change the Medical Assistant program as the four courses being inactivated were electives to the MA program. The inactivation of the Medical Administrative Assistant program will not impact faculty load or needs. Full time faculty teaching the above four courses currently teach full-time in the Medical Assistant Program.

There were five students remaining in the Medical Administrative Assistant program when this program discontinuation was being considered. Subsequently, all five students were assisted in choosing applicable coursework for completing their program and all have now completed.

Finances: Savings are anticipated in no longer running low-enrollment courses.

- ii. *SLCC—Discontinuation: AAS in Telecommunications Technology, Certificate of Completion in Telecommunications Cable Installer, and Certificate of Completion in Telecommunications Network Technology*

Request: Salt Lake Community College requests to discontinue the Associate of Applied Science in Telecommunications Technology degree and two corresponding certificates: Telecommunications Cable Installer Certificate and the Telecommunications Network Technology Certificate due to lack of graduates and relatively low enrollment numbers.

Need: Despite an apparent rise in FTE in the past several years, the existing Telecommunications Technology AAS degree and associated certificates have produced but one single graduate as of May 2007 since their inception in Summer 2003. Several factors contributing to this outcome include a lack of defined academic standards (including course objectives, student outcomes and assessments) and the outsourcing of curriculum (the bulk of Telecommunications courses currently taught are based solely on information technology company certification exams). This patchwork of industry certification objectives causes significant duplication in curricular coverage while failing to give students a base foundation in networking concepts and knowledge.

Recognizing the shortcomings of the program, the department worked to determine the content of an effective network administration-type degree. Using data from the Fall 2007 Telecommunications student survey, faculty participation in industry, a loose-knit Telecommunications student focus group, IT industry recommendations (through attendance at conferences and trade magazines), feedback from the SLCC Telecommunications Program Advisory Committee, and academic support from foundational documents produced by the Institute of Electrical and Electronics Engineers (IEEE) and Association for Computing Machinery (ACM), the Telecommunications department has resolved to inactivate duplicative and non-essential courses, the Telecommunications AAS degree, and the two Certificate offerings. A new option for obtaining an AS degree while studying network communications will replace these offerings.

Institutional Impact: The biggest impact on the institution will be better targeted service to and more relevant career opportunities for SLCC students. As of April 2008, there were 220 declared Telecommunications & Computer Networking majors: 190 seek the AAS and 30 seek a certificate. Lamentably, there has been just a single graduate in May 2007 with the AAS in Telecommunications Technology; no one has obtained either of the certificates. Spring 2008 enrollment shows a total of just 124 students taking a TELE (or cross-listed CS) course.

The majority of the existing telecommunications courses (all networking classes and their CS cross-listed counterparts and classes that have never been taught (nearly 60 courses) will be inactivated. The remaining telecommunications classes will be those strictly related to telecommunications (i.e. cabling classes), while all networking courses will have a CS prefix.

All current Telecommunications students will be able to complete their AAS degree in Telecommunications Technology by taking corresponding CS classes based on a "road map"; the "road map" document lists all relevant Telecommunications courses previously taught with their corresponding and substitutable CS courses. All CS/TELE students have been communicated with regarding this discontinuation via email on numerous occasions. Three "open house" sessions have been held for students, with 142 students attending. The response from students regarding the proposed changes and discontinuations was positive. Effective Spring 2008, all Telecommunications students (e.g. those with a declared major, or whom have taken any Telecommunications courses since Summer 2003) will receive a packet including:

- An updated Spring 09 CS class schedule (indicating the new CS classes)
- Information regarding the discontinued program offerings.
- A degree audit indicating which Telecommunications classes they have left to take and what corresponding new CS classes they would take in their place.
- Details of achieving an AS transfer degree while studying Network Systems Engineer.
- Information on how to change their major (if that's what they decide to do).

Information and details of the discontinued program and reconfigured road map for students to achieve success will also be posted on the department website (www.cs.slcc.edu).

Finances: All funding, facilities, faculty and resources that were previously used for the discontinued awards outlined above will be redeployed to existing Computer Science and Telecommunications Department existing degree offerings, including the newly configured Network Systems Engineer path to achieve an AS degree . As such, there will be no net change in finances.

G. Utah College of Applied Technology

i. Fast Track: Paralegal Certificate of Completion

The Davis Applied Technology College (DATC) campus of the Utah College of Applied Technology (UCAT) requests approval to offer a Certificate of Completion in Paralegal effective Summer 2009. This program was approved by the institutional Board of Trustees on January 7, 2009.

Program Description: The proposed Paralegal Certificate of Completion is an extension of the existing DATC Paralegal Certificate of Proficiency, and will be offered by the DATC campus of the UCAT. It is a self-paced, competency-based program providing the technical skills and knowledge necessary for

employment as a paralegal under the direction of an attorney. Upon completion of the program, students will have completed basic file clerk courses and acquired working knowledge and specific skills required to work as a Paralegal. Students will learn to interview clients, draft pleadings, conduct legal research, investigate cases, write memoranda and perform additional tasks assigned by the supervising attorney.

The courses for this certificate have been created based upon standards from the American Bar Association Standing Committee on Paralegals, the American Association for Paralegal Education, the National Association for Legal Assistants, the National Federation for Paralegal Associations, and based upon information from area attorneys and paralegals.

Role and Mission Fit: The UCAT mission "is to provide...market-driven career and technical education...which meets the demand by Utah employers for technically skilled workers...through competency-based education and training programs." The proposed Paralegal Certificate of Completion is market-driven and prepares technically skilled bookkeepers needed by employers. It prepares students to enter, re-enter, upgrade, or advance in the workplace and contributes to economic development.

Faculty: In keeping with the UCAT emphasis on preparing students to meet current workforce needs, faculty members have extensive industry experience working in a law office along with the necessary educational credentials to provide students with the most current knowledge in this field. Because this certificate is being developed from an existing Paralegal program, no additional faculty or staff is required in the current year for the program.

Number of faculty with Doctoral degrees	Tenure	0	Contract	1	Adjunct	1
Number of faculty with Master's degrees	Tenure	0	Contract	0	Adjunct	0
Number of faculty with Bachelor's degrees	Tenure	0	Contract	0	Adjunct	0
Other Faculty	Tenure	0	Contract	0	Adjunct	3

Market Demand: Job descriptions are similar for paralegals, law office file clerks and legal secretaries. The State of Utah Department of Workforce Service states that all show four and five star ratings in Salt Lake City and metro area job demand, indicating stabile and growing employment outlook.

State of Utah Department of Workforce Service Employment Projections for Paralegals 2004-14					
Area Name	Current Employ	Projected Employ	Annual % Chg	Total Annual Open	Star Rating
Utah	1,750	2,570	4.7	100	5
Utah Metro	1,592	2,325	4.6	86	5
Utah Non-metro	144	217	5.1	8	4
United States	224,000	291,000	3	8,000	

Occupational Wages for Paralegals -Published May 2007				
Area Name	Hourly Inexperienced	Hourly Median	Annual Inexperienced	Annual Median
Provo-Orem	\$16.06	\$18.85	\$33,400	\$39,200
Salt Lake City	\$15.52	\$20.03	\$32,280	\$41,650
St. George	\$12.63	\$15.94	\$26,280	\$33,160
United States	--	\$20.69	--	\$43,040
Utah	\$14.56	\$19.13	\$30,290	\$39,800

Student Demand: The number of Paralegal students has increased since the creation of this program. Students want to be employable and follow industry need. Students who have completed the Law Office File Clerk program and currently work in industry may want to continue their training or progress in their

occupation and may return to complete the Paralegal program. It is projected the 60 percent of the Law Office File Clerk completers will continue their education by enrolling in the Paralegal course. Each program addresses unique needs in the law office.

Statement of Financial Support

Financial Analysis Form					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	6	8	10	12	14
Cost Per FTE	6,000	6,000	6,000	6,000	6,000
Student/Faculty Ratio	27	28	30	31	31
Projected Headcount	54	57	60	61	62
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition	13,500	14,200	15,000	15,750	16,500
Tuition to Program	13,500	14,200	15,000	15,750	16,500
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	9,360	9,360	9,360	9,360	9,360
Benefits	0	0	0	0	0
Total Personnel	9,360	9,360	9,360	9,360	9,360
Current Expense	2,480	2,400	2,400	2,400	2,400
Travel	320	320	320	320	320
Capital	0	0	0	0	0
Library Expense	0	0	0	0	0
Total Expense	\$12,160	\$12,080	\$12,080	\$12,080	\$12,080
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation	8,582	7,016	5,200	2,480	-3,870
Grants & Contracts	0	0	0	0	0
Donations	0	0	0	0	0
Reallocation	0	0	0	0	0
Tuition to Program	13,500	14,200	15,000	15,750	16,500
Fees	2,016	2,120	2,220	2,340	2,460
Total Revenue	\$24,098	\$23,336	\$22,420	\$20,570	\$15,090
Difference	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue-Expense	\$11,938	\$11,256	\$10,340	\$8,490	\$3,010

Similar Programs Already Offered in the USHE: According to utahmentor.org, there are three associate's degree programs for Paralegal in the state of Utah (SLCC, SUU and UVU). All are outside of the Davis County region. A student who completes this program, is working in the field, and who desires a promotion could continue their education to earn an associate's degree at one of the other schools, or a bachelor's in Paralegal Studies at UVU.

ii. Fast Track: Law Office File Clerk Certificate of Proficiency

The Davis Applied Technology College (DATC) campus of the Utah College of Applied Technology (UCAT) requests approval to offer a Law Office File Clerk Certificate of Proficiency with financial eligibility effective Summer 2009. This program was approved by the institutional Board of Trustees on January 7, 2009.

Program Description: The DATC Law Office File Clerk Certificate of Proficiency is a modification of the existing Paralegal Certificate of Proficiency. It is a self-paced, competency-based program providing the technical skills and knowledge necessary for employment as a file clerk under the direction of a paralegal or attorney.

Upon completion of the program, students will have completed basic file clerk courses and acquired working knowledge and specific skills required to work as a Law Office File Clerk. Students will recognize pleadings, documents, and procedures commonly encountered in Utah's legal system. Students will know how to implement policies and procedures commonly used in law offices in Utah, including document preparation, document handling and management, court filing procedures, time keeping systems, docketing, and calendaring procedures and systems. Students will demonstrate professional and ethical behavior required by all law office staff, including receptionists and file clerks.

Role and Mission Fit: The UCAT mission "is to provide...market-driven career and technical education... which meets the demand by Utah employers for technically skilled workers...through competency-based education and training programs." The proposed Law Office File Clerk Certificate of Proficiency is market-driven and prepares technically skilled bookkeepers needed by employers. It prepares students to enter, re-enter, upgrade, or advance in the workplace and contributes to economic development.

Faculty: In keeping with the UCAT emphasis on preparing students to meet current workforce needs, faculty members have extensive industry experience working in a law office along with the necessary educational credentials to provide students with the most current knowledge in this field. Because this certificate is being developed from the existing Paralegal program, no additional faculty or staff is required in the current year for the program.

Number of faculty with Doctoral degrees	Tenure	0	Contract	1	Adjunct	1
Number of faculty with Master's degrees	Tenure	0	Contract	0	Adjunct	0
Number of faculty with Bachelor's degrees	Tenure	0	Contract	0	Adjunct	0
Other Faculty	Tenure	0	Contract	0	Adjunct	3

Market Demand: There are similar job descriptions for paralegals, law office file clerks, and legal secretaries. The State of Utah Department of Workforce Service states that all show four and five star ratings in Salt Lake City and metro area job demand, indicating stable and growing employment outlook.

State of Utah Department of Workforce Service Employment Projections for Law Clerks 2004-14					
Area Name	Current Employ	Projected Employ	Annual % Chg	Total Annual Open	Star Rating
Utah	1,640	2,160	3.2	80	4
Utah Metro	1,490	1,963	3.2	76	4
Utah Non-metro	136	183	3.5	8	2
United States	272,000	319,000	1.7	10,000	

Occupational Wages for Law Clerks with Post-Secondary Vocational Training - Published May 2007				
Area Name	Hourly Inexperienced	Hourly Median	Annual Inexperienced	Annual Median
Eastern	\$6.30	\$12.70	\$13,110	\$26,420
Ogden-Clearfield	\$11.46	\$12.50	\$23,840	\$26,000
Provo-Orem	\$10.36	\$12.98	\$21,540	\$27,000
Salt Lake City	\$15.01	\$19.00	\$31,220	\$39,510
St. George	\$13.41	\$14.41	\$27,890	\$29,980
United States	--	\$18.36	--	\$38,190
Utah	\$12.96	\$17.15	\$26,960	\$35,680

Student Demand: The number of Paralegal students has increased since the creation of this program. Students want to be employable and follow industry need. The development of the Law Office File Clerk program will enable students to be employed in industry more quickly than the Paralegal program.

Completion and placement rates should increase with the shortened program. Students may choose to continue to work as file clerks or they may continue their paralegal education while working in industry.

Statement of Financial Support

Financial Analysis Form					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	10	12	14	16	18
Cost Per FTE	6,000	6,000	6,000	6,000	6,000
Student/Faculty Ratio	36	38	40	42	44
Projected Headcount	72	76	80	84	88
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition	20,250	21,250	22,250	23,375	25,500
Tuition to Program	20,250	21,250	22,250	23,375	25,500
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	14,040	14,040	14,040	14,040	14,040
Benefits	0	0	0	0	0
Total Personnel	14,040	14,040	14,040	14,040	14,040
Current Expense	3,720	3,600	3,600	3,600	3,600
Travel	480	480	480	480	480
Capital	0	0	0	0	0
Library Expense	0	0	0	0	0
Total Expense	\$18,240	\$18,120	\$18,120	\$18,120	\$18,120
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation	12,875	10,525	7,802	3,720	-5,805
Grants & Contracts	0	0	0	0	0
Donations	0	0	0	0	0
Reallocation	0	0	0	0	0
Tuition to Program	20,250	21,250	22,250	23,375	25,500
Fees	3,024	3,250	3,500	3,750	4,000
Total Revenue	\$36,149	\$35,025	\$33,552	\$30,845	\$23,695
Difference	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue-Expense	\$17,909	\$16,905	\$15,432	\$12,725	\$5,575

Similar Programs Already Offered in the USHE: According to utahmentor.org, there are three associate's degree programs for Paralegal in the state of Utah (SLCC, SUU and UVU). All are outside of the Davis County region. DATC is the only campus in the state that currently offers the proposed Law Office File Clerk program. A student who completes this program, is working in the field, and who desires a promotion could continue their education to become a Paralegal.

Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/AMH

March 18, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Third Annual Utah Conference on Undergraduate Research – Report

Introduction

Three years ago Dr. Joyce Kinhead, Utah State University, and Dr. Steven Roens, University of Utah, established the Utah Conference on Undergraduate Research (UCUR) whose purpose is to present the work of undergraduate students who are mentored by faculty as they engage in research. Research is conducted in science, mathematics, the fine arts, humanities, health, social science, education and business. This year's conference, held at Westminster College, featured 199 oral presentations and 91 poster sessions, visual representations of research processes and findings. Over the last two years student participation has grown from 250 in 2007 to 375 in 2009. Utah is among only several states that sponsor research conferences for undergraduates. The National Conference on Undergraduate Research (NCUR) is held annually.

While many of the presenters at this year's conference were juniors and seniors, first- and second-year students also presented. USHE institutions that participated in this year's conference were: the University of Utah, Utah State University, Weber State University, Southern Utah University, Dixie State College of Utah, Utah Valley University and Salt Lake Community College. Brigham Young University and Westminster College also participated.

Student Work

All one hundred ninety-nine oral presentations were allotted 15 minutes to discuss the students' research process and findings. Titles for these presentations were provocative: 'The Single Woman and Fundamental Christian Norms;' 'Ethical Issues Surrounding Genetic Intervention;' 'War Games: Complex Metaphorical Relationships between Competitive Athletics and War;' and 'Marijuana and Morality.' Research in science and mathematics could be found throughout: 'Nuclear Relaxation of N-state Symmetric Models;' 'The Frobenius Program in Mathematica Six;' 'Characterization of the Structure and Composition of the Rat Sciatic Nerve;' and 'Cardiovascular and Metabolic Response to Fasting in Lean and Obese Mice.'

The social sciences, humanities, fine arts and education were well represented with presentations on: 'Public Opinion and Rhetoric: Causes and Symptoms of the Mormon Identity Shift;' 'To Live and Die in Dixie: Bob Dylan and the World Stage of Blackface Minstrels;' 'Building an Eco-Zion: Kingsolver and

Aesthetic Architecture in the American West;' 'Youth Voices in Service Learning at the Middle/High School Level;' 'Efficiently Protecting Privacy and Confidentiality;' and 'Rape as a Spectacle in Hollywood Cinema.'

The poster sessions were equally exciting. The student who produced 'A Structural Activity Relationship Study of C-6, a Novel Compound with Selective Activity against Breast Cancer Tumor Cells' proudly stated that one of her student colleagues actually made a scientific breakthrough related to tumor cells. Another poster, 'The Relationship between Need for Cognition and the Use of Biases in Entrepreneurial Decision Making' garnered much attention. Two other posters were equally intriguing: 'Identifying Ovarian Cancer-specific Claudin 16 Binding Peptides' and 'The Virtue of Death: Widow Suicide and the Feminine Consciousness in China and India.' The depth of student research and the range of presentations, both oral and poster, spoke to the commitment of both faculty and undergraduate students as they engaged in intellectually challenging research projects. Such activities help to retain these students to graduation and, for many, act as an impetus for graduate education.

Commissioner's Recommendation

The students and faculty who participated in the third annual Utah Conference on Undergraduate Research should be recognized and thanked for their considerable efforts to further student engagement. No other action is required.

William A. Sederburg, Commissioner

WAS/PCS

March 18, 2009

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. Programs under Development

	Program Name	Degree Type	Current Status	Projected for Regents' Agenda
U of U	Consumer Health	Minor	Proposal is moving through CoH Curriculum Committee	August 2009
U of U	Dietary Supplements	Minor with Specialization	Draft under development	January 2010
U of U	Interdisciplinary Disability Studies	Minor	Draft within 6-12 months	January 2010
U of U	Public History	Undergraduate Certificate	Will propose within 6-12 months	January 2010
U of U	Occupational Therapy	Post-Professional Clinical Doctorate	Draft within 12-24 months	August 2010
U of U	Astronomy Program	BS	Will propose within 36 months	August 2011
U of U	Bio-Physics Program	BS	Will propose within 36 months	August 2011
U of U	Robotics Institute	BS	Conceptual Stage	January 2012
USU	Rename PhD in Family, Consumer, & Human Development	PhD	BoT on January 9, 2009	March 2009
USU	Rename MS & PhD in Instructional Technology & Learning Sciences	MS, PhD	BoT on March 6, 2009	April 2009
USU	International Economics & Trade	BS Emphasis	BoT on April 10, 2009	May 2009
USU	Consolidate three emphases (Managerial, Technical, & Training & Development) into a single MIS Major	BS	BoT on April 10, 2009	July 2009
USU	Degree Requirement Changes	AS	BoT on April 10, 2009	July 2009
USU	Geography	BS	BoT on March 6, 2009	July 2009
USU	Rename Department of Nutrition & Food Sciences	N/A	BoT on March 6, 2009	July 2009

	Program Name	Degree Type	Current Status	Projected for Regents' Agenda
USU	Specialization in Instructional Leadership	MEd	BoT on April 10, 2009	July 2009
USU	Aerospace Engineering	MS	BoT on May 15, 2009	August 2009
USU	Climate Change & Energy (Interdisciplinary)	BS Minor	BoT on May 15, 2009	August 2009
USU	Exercise Science	BS Major	BoT on May 15, 2009	August 2009
USU	Quantitative Finance	BS Minor	BoT on May 15, 2009	August 2009
USU	General Studies	BS or BA		By 2012
USU	Marriage & Family Therapy	MMFT		By 2012
USU	Restructure Interior Design Program into an Academic Department	N/A		By 2012
WSU	Professional Communication	Master's	Review by WSU Faculty Senate	June 2009
WSU	MBA – Sustainability Emphasis	Emphasis in MBA	Coursework Approved	August 2009
WSU	Radiologic Science	MS	WSU Curriculum Committee	August 2009
WSU	Architectural Design Graphics	Emphasis in BS	In Development	January 2010
WSU	Facilities Management	Emphasis in BS	Review by WSU Faculty Senate	January 2010
WSU	Plastics & Composites	Emphasis in BS	Review by WSU Faculty Senate	January 2010
WSU	Taxation	MS	Coursework Approved	January 2010
WSU	Financial Economics	BS/BA	In Development	July 2010
WSU	Hospitality/Tourism/ Outdoor Management	BS/BA	In Development	July 2010
WSU	MBA – SCM Emphasis	Emphasis in MBA	In Development	July 2010
WSU	Information Technology (Online)	MS	Draft Proposal in Review	August 2011
SUU	Everyday Leadership	Certificate	Institution	March 2010
SUU	Anthropology	Minor	Institution	April 2010
SUU	Interior Design	BFA	Institution	May 2010
SUU	Psychology	Master's	Institution	May 2010
SUU	Arts Administration	Graduate Certificate	Institution	November 2010
SUU	International Management	Bachelor's	Institution	January 2012
SUU	Higher Education Leadership	Emphasis in Med Program	Institution	May 2012
DSC	Math/Math Education	BS/BA	Development	January 2009
DSC	Construction Management	AAS	Development	May 2009
DSC	Manufacturing Technology	AAS	Development	May 2009
DSC	Psychology + Sec Ed	BS/BA	Trustee Approved	May 2009
DSC	Theater +Sec Ed	BS/BA	PRC Holding	June 2009
DSC	CS (Reorganization of CIT Degree)	BS/BA	Development	August 2009
DSC	Visual Design(Residual VT & Design CIT)	BS/BA	Development	August 2009
DSC	Engineering Technology	AAS	Consideration	January 2010
DSC	Medical Laboratory Technology	AAS,BS	Development	January 2010
DSC	Criminal Justice	BS,BA	Partnership Maturation	August 2010
DSC	Ophthalmology Tech	AAS, BS	Consideration	August 2010
DSC	History/Social Science	BS,BA	Partnership Maturation	January 2011
DSC	Family Life Studies	BS,BA	Partnership Maturation	August 2011
DSC	Veterinary Assistant	AAS	Consideration	August 2011
DSC	Chemistry/Environmental Science	BS/BA	Consideration	January 2012
DSC	Spanish	BA	Consideration	January 2012

	Program Name	Degree Type	Current Status	Projected for Regents' Agenda
DSC	Art	BS/BA	Consideration	August 2012
DSC	Marketing	BS/BA	Consideration	August 2012
CEU	Cultural Resources Technician/Native American Studies/Museum Studies (CRT/NAS/MS)	CRT:1-year certificate reinstatement / CRT/NAS/MS: AS degree	Approved by CEU Curriculum Committee 1/09. Pending approval by CEU Trustees 3/09	January 2009
CEU	Medical Laboratory Technician Program	AAS	Approved by CEU Curriculum Committee & Trustees, pending minor revisions by CEU Faculty	January 2009
CEU	Medical Coding	Set of ~4 courses. May be a certificate program or incorporated into CEU's current AAS Secretarial program	In development	August 2009
CEU	Ancient Life: Paleontology	AS	In development	January 2010
CEU	Outdoor Leadership & Recreation	AS	Approved by Curriculum Comm. in '08, pending funding for a full-time faculty member	By 2012
CEU	Workforce Readiness / Process Technology	Certificate / AAS	In development	By 2012
UVU	Computer Engineering	BS	At USHE	Pending
UVU	Air Cond. & Refrig. Tech (deletion)	AAS	Thru UVU BOT	March 2009
UVU	Construction Management	BS	At USHE	March 2009
UVU	Family Studies (Behav Sci)	Emphasis	Thru UVU BOT	March 2009
UVU	Technology Management	Minor	Thru UVU BOT	March 2009
UVU	Welding (deletion)	AAS & Diploma	Thru UVU BOT	March 2009
UVU	Audio Production (Digital Media)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Biochemistry (Chemistry)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Communication	Minor	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Database Admin. & Security (Info. Sys. Tech) (rename Database Admin. emph.)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Digital Media	Minor	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Elec. Automation (Elec. Auto. Robotics Tech) (deletion)	AAS Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Gaming and Animation (Digital Media)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Information and Project Mgmt (Digital Media)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Int Studies Art History	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Int Studies German	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Int Studies Graphic Design	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Int Studies Outdoor Leadership (deletion)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009

	Program Name	Degree Type	Current Status	Projected for Regents' Agenda
UVU	Int Studies Photography	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Internet Technologies (Digital Media)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Lineman Technology (deletion)	AAS & Diploma	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Motion Picture Production (Digital Media)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Recreation (Physical Ed/Recreation) (deletion)	AA/AS Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Speech Communication (Comm)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Speech Communication (Comm.) (rename Comm. Theory & Practice Emph)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	TM Emp. Info. Systems and Tech.	Emphasis	Thru UVU BOT	April 2009
UVU	Web Admin. & Security (Info. Sys. Tech) (rename Enterprise Systems)	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	April 2009
UVU	Entrepreneurship	Minor	Through Sch./Coll & Univ Curriculum—Not yet BoT	May 2009
UVU	French	Minor	Through Sch./Coll & Univ Curriculum—Not yet BoT	May 2009
UVU	Languages	Minor	Through Sch./Coll & Univ Curriculum—Not yet BoT	May 2009
UVU	TM Emph Building Construction	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	May 2009
UVU	TM Emph Construction Mgmt.	Emphasis	Through Sch./Coll & Univ Curriculum—Not yet BoT	May 2009
UVU	Finance	BA/BS Minor/IS	Through Sch./Coll & Univ Curriculum—Not yet BoT	July 2009
UVU	Geology (rename Earth Science)	BS	Dept Devel	September 2009
UVU	Outdoor Recreation	Minor	Dept Devel	September 2009
UVU	Botany	BS	Through Sch./Coll & Univ Curriculum—Not yet BoT	October 2009
UVU	Business Administration	MBA	Dept Devel	October 2009
UVU	Marketing	BS	Dept Planning	October 2009
UVU	Art Education	BS	Dept Devel	October 2010
UVU	Airframe & Power Plant	AAS	Dept Devel	By 2012
UVU	Conservation Biology/Ecology	BS	Dept Devel	By 2012
UVU	Culinary Arts	BS	Dept Devel	By 2012
UVU	Environmental Management	BS	Dept Devel	By 2012
UVU	Film Production	BS	Dept Devel	By 2012
UVU	French/French Education	BA	Dept Devel	By 2012
UVU	General/Liberal Studies	BA/BS	Dept Devel	By 2012
UVU	Instrumentation & Control Sys. Eng. Tech	BS	Dept Devel	By 2012
UVU	Microbiology	BS	Dept Devel	By 2012
UVU	Mild/Moderate Special Education	BS	Dept Devel	By 2012
UVU	Resort Management	BS	Dept Explor (Wstch)	By 2012

	Program Name	Degree Type	Current Status	Projected for Regents' Agenda
UVU	Social Work	BSW	Dept Devel	By 2012
SLCC	Biomanufacturing	Diploma, AAS	BOT 2/11/09, sent to OCHE 2/17/09	May 2009
SLCC	Energy Management	Certificate of Competency	Working in Partnership with Rocky Mtn. Power, Questar, & Lane Comm. Coll	August 2009
SLCC	Energy Management	AAS	Institution - development	August 2009
SLCC	Medical Laboratory Technician	Reactivate Certificate of Competency, potential AAS	Discussions w/ potential funding sources; industry demand is viable	August 2009
SLCC	Sustainability	Certificate, AAS	Institution - development	August 2009
SLCC	Administrative Professional	AAS		August 2011
SLCC	Mortuary Science	AAS		August 2011
SLCC	Diagnostic Medical Sonography	AAS		August 2012
SLCC	Health Sciences Informatics	AS, AAS		August 2012
SLCC	Nanotechnology	AAS		August 2012
UCAT	DATC Law Office File Clerk	Certificate of Proficiency	OCHE Fast Track	April 2009
UCAT	OWATC Electrical Trades Preparation	Certificate of Proficiency	Campus	April 2009
UCAT	OWATC Machinist I	Certificate of Proficiency	Campus	April 2009
UCAT	OWATC Welding Production	Certificate of Proficiency	Campus	April 2009
UCAT	Paralegal	Certificate of Completion	OCHE Fast Track	April 2009
UCAT	Fast Track Certificates as needed by business/industry	Certificate of Completion & Certificate of Proficiency	Campus	By 2012

B. *University of Utah*

i. *Name Change: Department of Physics and Astronomy from the Department of Physics*

Request: In seeking to more accurately reflect the nature of the research and teaching that occurs at the University of Utah, this request is to change the name of the "Department of Physics" to the "Department of Physics and Astronomy."

Need: The University of Utah Physics Department has spent the past twenty years establishing the foundation for the Astronomy program. In the past eight years key academic, research and faculty resources have been put into place in order to create an Astronomy Department within the existing Physics Department. The primary rationale for this proposed name change, then, is to more accurately represent of full range of research, teaching, and educational outreach activities that take place within the department.

Statewide, the new department name will draw attention to the first (and only) public university astronomy program in the state of Utah. The only other existing "Department of Physics and Astronomy" in Utah is at BYU; this program combines an undergraduate studies program in astronomy (with an emphasis on secondary school teaching) with faculty-lead research in astronomy.

It has become apparent that the current name, "Department of Physics," is confusing to the public. Several times per month the Physics Department is asked for the phone number of the Astronomy department—

even though it is the correct department. Journal, newspaper, and television reporters seek quotes and opinions regarding astronomical phenomena and research from astrophysics and astronomy faculty. Changing the department name to the "Department of Physics and Astronomy" will more accurately reflect the basic science teaching and research that occurs within the department, and will serve to lessen confusion to the public and to incoming students. In addition, this more appropriate description of activities will also enhance abilities to recruit undergraduate and graduate students who may be interested in research in astronomy and astrophysics.

Institutional Impact: This proposal does not seek to change the official degree names currently offered by the Physics department. The Department does anticipate starting the formal process for approval of an undergraduate and graduate astronomy degree program in the 2009-10 academic year.

The Department offers research, courses, and public outreach activities related to traditional astronomy, as well as the new optical research telescopes on campus, in southern Utah, and at *StarBase-Utah*.

Finances: There are no substantive costs associated with making the proposed name change. Hiring of additional astronomy faculty members has been approved independent of this name change. Items such as departmental letterhead, business cards, etc., will eventually need to be replaced with the new name. However, the Department will use up the existing stock of such items, and reorders of these materials will incorporate the new departmental name. The change of name on such materials will therefore occur on an "as needed" basis and will not engender additional costs. The departmental administrative structure will not change, nor will the department's status within the College of Science be affected.

ii. ***Name Change: Department of Atmospheric Sciences from the Department of Meteorology***

Request: The University of Utah requests to change the name of the Department of Meteorology to the Department of Atmospheric Sciences. The proposed name change will also be reflected in all associated degrees; the BS, MS, and PhD will be changed from "Meteorology" to "Atmospheric Sciences." The name change was approved by all faculty at the May 2008 Department retreat and approved unanimously (8-0 plus one sabbatical absence) at the September 8, 2008 faculty meeting.

Need: The atmospheric sciences have been divided historically into two components: *meteorology*, which examines weather and weather prediction, and *climatology*, which is concerned with climate and climate prediction. When the Department was founded more than 50 years ago, it concentrated primarily on the former. Today, however, research and teaching endeavors extend across the full spectrum of the atmospheric sciences and include core programs in cloud-climate interactions and remote sensing, numerical modeling and data assimilation, mountain weather and climate, cloud physics and boundary layer meteorology, hydroclimatology, air quality, and wildfire prediction. The proposed name, Department of Atmospheric Sciences, accurately reflects the breadth of teaching and research activities within the Department, trends in the profession, and growth in interdisciplinary research and education in areas related to the atmospheric sciences. It will also make proposals more attractive to external reviewers.

The number of Departments of meteorology is dwindling. The University of Utah is a member of the University Corporation for Atmospheric Research (UCAR), which is a nonprofit consortium of 71 North American universities that grant doctoral degrees in atmospheric and related sciences. At these 71 universities there are 32 departments, programs, or similar institutional units with "atmospheric science" or

“atmospheric physics” in their title and only 7 with “meteorology” in the title. This emphasis on atmospheric science reflects ongoing broadening of the research and teaching activities within the profession. A listing of the names of peer departments below further reflects these trends.

U. of Albany, SUNY	Dept. of Earth & Atmos. Sciences	North Carolina St. U.	Dept. of Marine, Earth & Atmos. Sciences
U. of Arizona	Dept. of Atmos. Sciences	Purdue U.	Dept. of Earth & Atmos. Sciences
U. of Cal., LA	Dept. of Atmos. Sciences	Saint Louis U.	Dept. of Earth & Atmos. Sciences
Colorado State U.	Dept. of Atmos. Sciences	Stony Brook U., SUNY	Sch. of Marine & Atmos. Science
U. of Illinois	Dept. of Atmos. Sciences	Texas A&M U.	Dept. of Atmos. Sciences
Iowa State U.	Dept. of Geological & Atmos. Sciences	U. of Washington	Dept. of Atmos. Sciences
U. of Maryland	Dept. of Atmos. & Oceanic Science	U. of Wis.-Madison	Dept. of Atmos. & Oceanic Sciences
Mass. Institute of Tech.	Dept. of Earth, Atmos. & Planetary Sciences	U. of Wyoming	Dept. of Atmos. Science
McGill U.	Dept. of Atmos. & Oceanic Sciences		

Institutional Impact: The proposed name change should have little or no institutional impact. The administrative structure, core research programs, and core research facilities will not change. Although it is desired to continue to grow faculty, changes in the composition and number of faculty are not requested as part of this name change. Areas of specialization, course requirements, and course offerings will change in letter designation from METEO to ATMOS. No additional courses are needed to support the name change.

Finances: The proposed name change will have no significant financial impact to the Department, College, or University.

iii. *Program Review: University Writing Program, July 17, 2006*

Reviewers

1. Barbara Couture, Dean, College of liberal Arts, Washington State University
2. Donald Rubin, Professor, Speech Comm. & Language Ed. Depts., Linguistics Program, U. of Georgia
3. Tom Huckin, Professor of English and Director of the University Writing Program, U of U
4. Maureen Mathison, Associate Professor of Communication, U of U
5. Susan Miller, Professor of English, U of U
6. Raul Sanchez, Assistant Professor of English and Director of the Writing lab, U O U
7. Three LEAP Instructors, U of U
8. Fifteen (or so) University Writing Program Instructors, U of U
9. Robert Newman, Dean of the College of Humanities, U of U
10. John Francis, Vice President for Undergraduate Studies, U of U
11. Ann Darling, Professor of Communication, Dept. of Communication Chair, , U of U
12. Sharon Aiken-Wisniewski, Associate Dean for University College Advising, U of U
13. Brooke Hopkins, Professor of English and Founder of the University Writing Program, U of U
14. Adrian (Buz) Palmer, Professor of Linguistics and Director of the ESL Program, U of U
15. Chris Anson, Professor of English, Director of the Writing and Speaking Program at North Carolina State University and President of the Council of Writing Program Administrators

Program Description: Since it was founded in 1983, the University Writing Program (UWP) has impacted the education of undergraduates at the University of Utah. The program was established to develop and

enhance undergraduate writing instruction, training of writing teachers, partner with colleges and departments for writing-across-the-curriculum efforts, and to provide opportunities for graduate education in writing studies. When the external and internal reviewers first wrote their report two years ago, the most pressing need was for a new Director. An Interim Director had led the program for the previous five years, and multiple searches for a new Director had been unsuccessful. This created a leadership vacuum. This position has been filled with Maureen Mathison who has been a faculty member of the UWP since 1994.

The UWP manages courses that help students satisfy general education and bachelor's degree requirements. It functions under the College of Humanities. There is no undergraduate major in writing, but there is a minor in Literacy Studies. The graduate program includes an MA rhetoric/composition emphasis that can complement an MA in British or American Literature or American Studies, and a PhD in Rhetoric and Composition. Both are interdisciplinary programs offered by the departments of English, Communication, and Education, and Culture and Society in the College of Education.

The University Writing Program is located in the Languages and Communication Building near both the Department of English and the College of Humanities offices. The new University Writing Center is located conveniently on the third floor of the Marriott Library.

Faculty & Staff: The faculty includes four full-time tenure-track faculty who are engaged in research and administration. Two of the four are well known nationally for their research productivity and impact on their fields. Teaching fellows, adjunct full- and part-time instructors teach freshman year composition courses (the freshman year composition requirement is a two-semester requirement) and are for the most part accomplished instructors. There is no institutional mechanism for integrating, instructing, or communicating with the teaching faculty as a whole. About 20 percent of the classes are taught for LEAP students. LEAP instructors and UWP coordinate their teaching efforts in terms of assignments.

Besides the more traditional requirements for service and scholarship and the mentoring of graduate or undergraduate students, the full-time faculty of the UWP are asked to coordinate at least one undergraduate writing course, participate in teacher trainings, participate in the University Writing Center's supervision and tutor training, and consult widely with members of the Colleges of Business, Engineering, Nursing and Medicine, again in the effort to expand writing throughout the curriculum.

Faculty Headcount – Autumn courses	2003-04	2004-05	2005-06	2006-07	2007-08
Full Professors					
Associate Professors	1	1	1	1	1
Assistant Professors	1	2	1	2	2
Instructors	34	34	27	23	27
Instructional Expenditures	1,435,804	1,336,599	1,383,729	1,413,316	1,742,850

Students: The UWP serves the native English speaking population at the University of Utah. ESL students do not take writing classes but are required to take the ESL sequence. Advanced placement students might not take writing courses through the Program. Transfer students might have already satisfied the writing requirement before they come to the university.

Student Credit Hours	2003-04	2004-05	2005-06	2006-07	2007-08
Lower Division	10,147	9,931	9,616	10,133	10,722
Upper Division	7,323	6,549	5,825	5,631	5,112
Total Undergraduate	17,470	16,480	15,441	15,764	15,834
Basic Graduate	38	51	60	74	44
Advanced Graduate		41	104	86	113
Total Graduate	38	92	164	160	157
Average Class Size	2003-04	2004-05	2005-06	2006-07	2007-08
1000-2999	22.8	23.1	23.1	22.8	22.3
3000-5999	22.8	20.9	21	20.8	19.5
6000-6999	4.1	6.4	6.5	5.1	11
7000-7999		3.7	7.1	3.8	6.5

Program Assessment

Commendations

1. The UWP has great potential to meet the emphasis on writing across the curriculum.
2. The talent and dedication of the scholars, teachers, and staff members who continually strive to provide quality instruction in writing, rhetoric, and composition. All appear very competent and student oriented.
3. The interim director is respected by graduate students and colleagues.
4. One of the seven recommendations of the 2002 task force, namely the creation of a state of the art writing center (University Writing Center), has been reached.
5. The new Writing Center (WC) is well organized, is in an ideal and optimum location, and is staffed by a trained TA group.
6. The commitment and dedication of the part-time adjunct faculty.
7. The responsiveness, flexibility, and commitment of the UWP to the units on campus who express a desire to improve the writing in particular curricula. This is exemplified by the collaboration with the School of Business.
8. The creation of writing 3400 sections connected with service learning projects provides students opportunities to apply their writing in real world environments.
9. The instructional integration between LEAP and UWP appears to be highly successful.
10. Writing is viewed to be important on campus.
11. With respect to the graduate writing program:
 - a. The two full professors are well known nationally and the two junior professors have begun impressive research agendas.
 - b. Graduate students admitted to the program are of high quality.
 - c. The graduate coursework is of high quality and universally commended.
 - d. The English Department will continue to support the graduate Rhetoric and Composition Program.
 - e. The Communication Department is open to more significant involvement.
 - f. The original interdisciplinary design of the PhD program has merit and is a unique characteristic.

Recommendations

1. Administrative Burden: The director should be supported by an associate director who would coordinate and assist in delivering support services.
2. Adjunct Faculty: UWP should hire a number of full-time (with full benefits) teaching faculty.
3. Writing Center
 - a. Consider expanding TAs role so that they are allowed to respond to spelling, grammar, etc.
 - b. TAs should receive training on how to effectively reply to ESL students.
 - c. The Writing Center should have a research component.

4. Writing Department: The creation of a Department of Writing should be considered.
5. Communication between UWP and area high schools should be considered and encouraged.
6. Student placement into courses should be examined. Self-directed placement should be examined.
7. Greater acceptance and appreciation for all those on campus who value and focus on writing.
 - a. The University and UWP should fund developmental grants to encourage more writing in courses.
 - b. An interdisciplinary writing board should be formed to oversee upper division courses.
 - c. Joint appointments should be considered.
8. Graduate Writing Program
 - a. The administrative coordinator/director of the PhD and MA program in Rhetoric and Composition needs to be designated and receive periodic reviews.
 - b. The administrative coordinator/director of the PhD and MA program in Rhetoric and Composition should pilot its program and make certain the three programs are clearly delineated.
 - c. There should be meetings among the chairs of the involved departments to discuss continued commitment to the PhD program.
 - d. At least one full-time faculty member is needed.
9. External Coordination and Outreach
 - a. The ability to fund service, outreach, and the WC on a SCH-based paradigm is not wise. The WC should be funded separately.
 - b. UWP faculty should receive release time for outreach.
 - c. Faculty should receive incentives for entrepreneurial and external funding ventures.
 - d. Developmental efforts should be initiated to support UWC programs.
 - e. UWP should forge links with the College of Education.
10. Staffing
 - a. Full-time tenure-track and/or tenured faculty should increase to at least six.
 - b. An academic associate director for undergraduate programs is needed.
 - c. Full-time office assistance should be increased by at least one.
 - d. Pay scales for TAs, TFs, and AIs should be evaluated.
11. Greater communication between ESL and UWP is encouraged.
12. Deficit management should be addressed by hiring more tenure-track teaching faculty. While pay and benefits would be costly, savings would likely be experienced. TA turnover would decrease and other faculty's administrative load would decrease.
 - a. While SCH has increased UWP's funding has remained stagnant.
 - b. The UWP should consider outreach and entrepreneurial activities to raise funds.
13. The index score for 2010 should increase to 100. The UWP must then account for the extra 500 students that will enter 1010 as a result.

Conclusion

Already, under the strong leadership of Maureen Mathison many of these recommendations have been addressed. The UWP has made efforts to develop an assessment plan, to increase the index score for AP credit, expansion of teaching colloquia, added a fifth full-time faculty member, and has received hard funding for the Writing Center after its successful second year. The UWP has established strong ties with Engineering, Business, and faculty members in the College of Social and Behavioral Science and has begun outreach efforts with the AMES high school, and the University Neighborhood Partnership.

Reviewers uniformly commended the faculty for their dedication and commitment to quality in instruction in writing and in rhetoric and composition studies, a commitment backed by central administration and the administration of the College of Humanities.

Over the past three years the Writing program has made an effort to foster diversity in the following ways:

1. Advertising for new faculty positions in venues that would attract diversity candidates;
2. Incorporating diversity issues into the curriculum;
3. Service to the University involving working directly with organizations that provide support to under-represented students; most recently a faculty member received a grant from the International Writing Center Association to establish a Writing Center satellite at the American Indian Resource Center
4. Involvement on the College of Humanities Diversity Committee;
5. Recruitment of graduate students of ethnic and gender diversity;
6. Plans to bring in a visiting professor who could teach courses regarding issues of diversity and Writing;
7. Appointment of administrators that reflect gender diversity.

Over the next five years, the Writing Program intends to increase diversity by taking the following actions:

1. Working with the departments of English, Communication and the College of Education to help recruit graduate students of ethnic and gender diversity;
2. Creation of a diversity committee to monitor the progress of diversity in the program and suggest further avenues for increasing diversity;
3. Once it is established, work to expand the Writing Center satellite at the American Indian Resource Center and increase support to students.
4. Continuation and expansion of all of the valuable activities undertaken during the past three years.

C. Utah State University – Name Change: PhD in Family and Human Development from Family, Consumer, and Human Development

Request: The Department of Family, Consumer, and Human Development in the Emma Eccles Jones College of Education and Human Services at Utah State University requests a change in the name of the PhD degree offered by the Department. It is proposed that the name be changed from a PhD in Family, Consumer, and Human Development to a PhD in Family and Human Development. This change will not affect any instructional activities. All requirements for the degree will stay the same. This name change will more accurately describe the content and focus of the degree.

Need: When the College of Family Life at USU was dissolved in June 2002, and faculty from the dissolved Department of Human Environments joined the faculty of the Department of Family and Human Development, the name of the department was changed to Family, Consumer, and Human Development. The name of the PhD that had been in the College of Family Life was subsequently changed to Family, Consumer, and Human Development as well. Since the restructuring in June 2002, the department has had only one student complete a PhD in the Consumer Science area, and that student was already in process at the time of the reorganization. Despite efforts to recruit students to the Consumer Science area, the department has had only one student apply and be admitted during the past six years. By contrast, the Human Development and Family Relations emphases in the PhD have had two to four admissions per year. There is not a critical mass of faculty or students to continue to offer the emphasis in Consumer Science at the PhD level. The emphasis in Consumer Science will continue at the master's level however.

Institutional Impact: This proposed change will not affect enrollments in this degree, nor will it affect any affiliated departments or programs. It will have no effect on existing administrative structures or on existing faculty or staff. No new facilities or equipment will be required.

Finances: No new costs or savings are anticipated from this change.

D. College of Eastern Utah

i. Program Review: Art Department

Review completed May 2005. Approved by CEU Trustees January 13, 2009.

Reviewers

- Dr. Brian Christensen, Associate Professor of Art, Brigham Young University
- Cliff Bergera & Anthony Lott, CEU Art Department
- David Cassidy, CEU Business Department

Program Description: The College of Eastern Utah (CEU) Art Department consists of three full-time faculty in Price and one in San Juan. In addition, the Price department relies on several adjunct instructors who teach courses in ceramics, 3D art, and photography. The department offers one Fine Arts General Education course, ART 1010 Introduction to the Visual Arts. In addition, CEU regularly offers courses in drawing, painting, printmaking, ceramics, 3D design, and photography. Some of these courses are designed primarily for Art majors, and other courses are typically filled with community members who are art hobbyists. CEU offers a Certificate of Completion and Associate of Applied Science degree in Graphic Arts. The department also maintains Gallery East on the Price campus.

Faculty & Staff

	Tenured	Contract	Adjunct
Number of faculty with Doctoral degrees			
Number of faculty with Master's degrees	3		1
Number of faculty with Bachelor's degrees	1	1	2
Other Faculty			
Total	4	1	3

Students (Price & San Juan)

AY	# of Majors	Student FTE	# of FT Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
FY00	6	147.5	4	36.9	No data	No data
FY01	6	145.5	4	36.4		
FY02	7	155	4	38.8		
FY03	5	114	4	28.5		
FY04	9	130	4	32.5		

Current data on market demand or the utility of the degree, how the program accommodates the market, and hiring patterns including local, state, and national trends: CEU's Art Department offers a series of courses designed for Visual Arts students who wish to transfer to baccalaureate programs elsewhere. The only stand-alone degrees/certificates offered by this department are the Certificate of Completion and Associate of Applied Science in Graphic Arts. CEU's Graphic Arts curriculum prepares students for employment in a variety of industries including: advertising, illustration, commercial printing, desktop publishing, multimedia design, 3D animation, and corporate publications.

According to the Utah Department of Workforce Services the Occupational Employment Projections for 2006-16 are as follows:

	Utah	Nation
Graphic Design	5,202	262,957
Commercial Design	930	54,692
Art Directors	892	78,961
Fine Arts (Painters, Sculptures, Illustrators)	N/A	32,221
Multimedia Design	1,768	106,980
Photographers	1,489	129,495
Pre-Press Technicians	657	71,114
Printing Operators	2,909	196,770

Finances (Combined Arts & Graphic Arts, Price Only)

Expense	FY00	FY01	FY02	FY03	FY04
Salaries & Wages	158,962	139,823	155,352	143,555	146,687
Benefits	61,012	48,530	68,461	69,292	77,130
Total Personnel					
Current Expense	7,400	7,400	7,400	7,000	7,000
Hourly Wage (student workers)	2,200	2,200	2,200	20,504	20,504
Capital					
Library Expense					
Total Expense	\$229,574	\$197,953	\$233,413	\$240,351	\$251,321
Revenue	FY00	FY01	FY02	FY03	FY04
Legislative Appropriation	229,574	197,953	233,413	240,351	251,321
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees	*	*	*	*	*
Total Revenue	\$	\$	\$	\$	\$
Difference	FY00	FY01	FY02	FY03	FY04
Revenue-Expense	\$*	\$*	\$*	\$*	\$*

*According to the 2003-04 CEU Catalog, the studio art courses and graphic arts courses had fees ranging from \$15 to \$25 per course. The average class size was 10 students per term. No data was readily available for the total ART fees collected from FY00-FY04. The difference in Revenue-Expense is equal to the total course fees per year.

Program Assessment

Summaries of Strengths, Weaknesses, and Recommendations

CEU's Art program, though small, provides a diverse curriculum for students. The external evaluator indicated that the curriculum is of the appropriate content, depth, and rigor to prepare students to transfer successfully to four-year institutions.

The program faced some challenges during the period of this review. Construction of the new Reeves Building necessitated the demolition of the old Main Building which housed the departmental offices, classrooms and Gallery East. The department was forced to relocate, moving faculty offices to three separate buildings on the Price campus. The studios and gallery had to be redesigned and remodeled. The new spaces are not ideal, but are suitable until the College is granted funding for a new Fine Arts Center.

Responses to Review Committee

Given the size of the program, the quality of instruction, and the appropriateness of the curriculum, the program was rated as commendable.

Since the completion of this review, Brent Haddock and Cliff Bergera have retired. Their vacated positions were filled by Robert DeGroff (printmaking specialty) and Noel Carmack (painting/drawing specialty). Course offerings, enrollments and budgets are essentially equivalent to the FY04 data. No other major changes have occurred in the department. The next review is scheduled to be completed Spring 2010.

ii. *Program Review: Automotive Department*

Review completed spring 2006. Approved by CEU Trustees on January 13, 2009.

Reviewers

- CEU's Program Advisory Committee: Brent Barker, Francis Anderson, Kevin Axelgard, Wayne Parker, Jordan Strait, Tate Manzanares, Kooper Pierce, Ashley Dimmick, Tom Dunn
- Stan Martineau, CEU Automotive Department Chair
- David Cassidy, CEU Business Department

Program Description: As of 2009, the College of Eastern Utah (CEU) Automotive Department is staffed by three full-time faculty members and two adjuncts. Students have two degree options within the program: a one-year Certificate of Completion or a two-year Associate of Applied Science Degree. The curriculum follows the guidelines established by the National Automotive Technician Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE). The curriculum meets the safety requirements, areas of focus, time frames and recognized task list designed by these two agencies. CEU regularly offers concurrent enrollment AUTO courses for students at Carbon and Emery High Schools.

Faculty & Staff

	Tenured/ Tenure-track	Contract	Adjunct
Number of faculty with Master's degrees		1	
Number of faculty with Bachelor's degrees		1	1
Number of faculty with AAS Degrees	1		
Other faculty (2001-09)			2
Total	1	2	3

Students (Spring Semester Data)

AY	# of Majors	Student FTE	# of FT Faculty	FTE-to-Faculty Ratio	# of Grads (Cert./ AAS-AS)	# of Grads Placed
FY01	10	23.1	1	23.1	1 / 10	No data
FY02	11	29.3	1	29.3	0 / 5	
FY03	15	37.3	1	37.3	1 / 4	
FY04	28	63.5	1	63.5	0 / 2	
FY05	37	51.7	1	51.7	4 / 9	

Based on surveys of local businesses, there are 56 current openings for automotive or diesel technicians within CEU's service region. The local Division of Workforce Services (DWS) has identified CEU's Automotive program as one of the key vocational programs required in the region, and the statewide DWS office has identified automotive technician training programs for continued expansion in the state.

Finances

Expense	FY01	FY02	FY03	FY04	FY05
Salaries & Wages	46,967	47,501	50,097	51,191	52,995
Benefits	20,257	20,924	34,291	37,577	40,403
Total Personnel					
Current Expense	7,200	7,200	6,787	7,275	7,275
Travel					
Capital					
Library Expense					
Total Expense	74,424	75,625	91,175	96,043	100,673
Revenue	FY01	FY02	FY03	FY04	FY05
Legislative Appropriation	74,424	75,625	91,175	96,043	100,673
Grants & Contracts	*	*	*	*	*
Donations					
Reallocation					
Tuition to Program					
Fees	*	*	*	*	*
Total Revenue	*	*	*	*	*
Difference	FY01	FY02	FY03	FY04	FY05
Revenue-Expense	*	*	*	*	*

*The Automotive Department receives funding from E&G (legislative appropriations), Shop fees, lab fees, Perkins grants, and the Carbon School District. A complete analysis of the non-E&G funds was not readily available at the time of report compilation.

Program Assessment

Summaries of Strengths, Weaknesses, and Recommendations

The department has seen enrollment growth and increased course offerings. Equipment is modern and well-maintained. The quality of instruction is outstanding. Due to the considerable growth in enrollments, the Automotive program could use additional classroom and shop space in the McDonald Career Center.

Responses to Review Committee

In May 2006, the CEU Vice President for Academic Affairs rated the Automotive program as Outstanding due to the growth in enrollments and course offerings, the quality of instruction, and national recognition of the program. The department has seen marked improvement over the period from 2002-06. The enrollments have increased, all eight areas of ASE certification are now offered, students are in high demand upon graduation from the program, and the program has received several national awards including new vehicles from the department. These improvements have been possible because of support from the PCTE Division and the exceptional efforts of the department chair, Stan Martineau.

Since the completion of this review, CEU has merged with the Southeastern Utah campus of the Utah College of Applied Technology. That merger resulted in expansion of the College's automotive program to include the SEATC's existing program in Emery County. In addition, another full-time (temporary) instructor, Rodney Stephenson, was hired in Fall 2008. The program continues to garner regional and national awards, recognition and certifications. The next review is scheduled to be completed in Spring 2011.

iii. Program Review: Chemistry Program

Review completed May 2005. Approved by CEU Trustees on January 13, 2009.

Reviewers

- Gerald Watt, Chemistry Dept, Brigham Young University
- George Uhlig, CEU Chemistry Department Chair
- Lon Youngberg, CEU Welding Department

Program Description: Chemistry Department at the College of Eastern Utah (CEU) is staffed by two full-time faculty in Price and one in San Juan. The department regularly offers CHEM 1010 as a Physical Science general education course. Sequential courses in General and Organic Chemistry are provided annually for medical, science and engineering pre-majors. Introductory inorganic and biochemistry courses are offered annually as support courses for the College's Nursing Program.

Faculty & Staff

	Tenured/ Tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	3		
Number of faculty with Master's degrees	1	1	
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	4	1	0

Students

AY	# of Majors	Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
FY01	3	106.0	3	35.3	No data	No data
FY02	0	119.0	3	39.7		
FY03	3	111.9	3	37.3		
FY04	3	80.5	3	26.8		
FY05	9	123.3	3	41.1		

Courses offered by this department typically fulfill the general education requirements for the AS, AA, AAS degrees and certificate programs. CEU graduates who have completed courses in this department use these courses as transfer credit toward baccalaureate programs elsewhere. CEU does not offer a stand-alone degree in this department.

Finances

Expense	FY01	FY02	FY03	FY04	FY05
Salaries & Wages	60,721	61,058	71,604	72,409	84,639
Benefits	29,074	27,560	34,283	34,928	36,028
Total Personnel					
Current Expense	7,900	7,900	7,347	7,347	7,347
Travel					
Capital	2,000	900			
Hourly Wage	2,500	2,500	2,500	2,500	2,500
Total Expense	\$102,195	\$97,668	\$115,734	\$117,184	\$130,514
Revenue	FY01	FY02	FY03	FY04	FY05
Legislative Appropriation	102,195	97,668	115,734	117,184	130,514
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees	*	*	*	*	*
Total Revenue	\$102,195	\$97,668	\$115,734	\$117,184	\$130,514
Difference	FY01	FY02	FY03	FY04	FY05
Revenue-Expense	\$	\$	\$	\$	\$

*The Chemistry labs carry a fee of \$20 per student. No data was available for the total lab fees received per year. Over the five-year period that this study encompasses, 95 lab sections were taught, with an average lab size of 11.4 students. ** Overall cost per student credit hour (FY00-FY04) was calculated by the internal evaluator as \$58.25

Program Assessment

Summaries of Strengths, Weaknesses, and Recommendations

The Chemistry Department at CEU provides an excellent learning opportunity for students. Students are able to take laboratory-based courses in relatively small classes from well-qualified and experienced faculty. Students who have taken majors' courses at CEU transfer seamlessly to USHE four-year institutions. The external evaluator determined that CEU's course offerings are of the appropriate depth, content and rigor to prepare students for upper-division courses. CEU's Science Departments relocated into the new Reeves Building classrooms and labs in 2003, and the department has been strengthened by the excellent new facilities and electronic classrooms.

Responses to Review Committee

Both the external and internal reviews indicated that there were some safety concerns in the labs. Since the completion of this review, CEU has worked closely with a representative from the Utah Risk Management office to improve the safety of the labs. Each lab has been completely equipped with safety equipment (burn kits, eye wash stations, etc.), and the shelving units in the storage areas have been secured.

Since this review was written in 2005, Dr. Uhlig retired at the end of the 2007-08 academic year. His position has been filled by the one-year appointment of Mike Cross. Dr. Smith also retired, and has been replaced by Mark Noirot. There have been no substantial changes in course offerings, budgets, or enrollments. The next review is schedule to be completed Spring 2010.

iv. *Program Review: English Department*

Review completed spring 2005. Approved by CEU Trustees on January 13, 2009.

Reviewers

- Danielle Dubrasky, English Department, Southern Utah University
- Carrie Icard, CEU English Dept. Chair
- Michelle Fleck, CEU Dean of Arts & Sciences

Program Description: For several years, the English Department at the College of Eastern Utah (CEU) has employed six full-time faculty in Price and three in San Juan. One of the Price faculty retired after the Spring 2008 semester, and the position remains unfilled as of Spring 2009. The central mission of the department is to offer the General Education courses in ENGL 1010 and 2010, developmental English courses, and several humanities courses in literature and poetry. The department offers a few other elective courses, most of which are not offered every semester. The Price department maintains the campus' Writing Center, which is staffed by student tutors and overseen by full-time English faculty. The Writing Center provides an excellent and well-utilized learning resource for students. The faculty foster the students' creative writing skills and sponsor a student-published annual literary magazine. Each semester, the faculty also host public readings by well-known poets and writers. The English Department's budgets, enrollments and course offerings are essentially equivalent to those of FY05.

Faculty & Staff (Price & San Juan)

	Tenured/ Tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	2		
Number of faculty with Master's /MFA degrees	6		3
Number of faculty with Bachelor's degrees			1
Other Faculty			
Total	8		4

Students (Price & San Juan)

AY	# of Majors	Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
2000-01	8		9		Not available	
2001-02	9		9			
2002-03	4		9			
2003-04	1		9			
2004-05	1	422/yr (5 year ave.)	9	46.8 (5 year ave.)		

Courses offered by this department typically fulfill the general education requirements for the AS, AA, AAS degrees and certificate programs. CEU graduates who have completed courses in this department use these courses as transfer credit toward baccalaureate programs elsewhere. CEU does not offer a stand-alone degree in this department.

Finances (Price only)

Expense	FY01	FY02	FY03	FY04	FY05
Salaries & Wages					
Benefits					
Total Personnel	391,062	417,645	426,679	429,601	438,093
Current Expense	5,000	5,000	4,650	4,650	4,650
Travel					
Capital	1,500	1,350	2,600	3,600	1,200
Library Expense					
Total Expense	\$397,562	\$423,995	\$433,929	\$437,851	\$443,943
Revenue	FY01	FY02	FY03	FY04	FY05
Legislative Appropriation	397,562	423,995	433,929	437,851	443,943
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees					
Total Revenue	\$397,562	\$423,995	\$433,929	\$437,851	\$443,943
Difference	FY01	FY02	FY03	FY04	FY05
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

Program Assessment

Summaries of Strengths, Weaknesses, and Recommendations

The CEU English Department provides an excellent learning opportunity for students. Faculty members are highly credentialed and experienced. The external evaluator was complimentary of the faculty's diversity of degrees and specialties, dedication to professional development, and desire to help students succeed. She recommended streamlining course offerings and making sure that courses transfer to four-year institutions.

Responses to Review Committee

As per the directive of the external evaluator, the department has reviewed the courses listed in the CEU catalog and some have been eliminated. Given the size and diversity of the English program, the quality of instruction, and the appropriateness of the curriculum, the program was rated as commendable.

Since the completion of this review, Dr. Jan Minich and Nancy Takacs have retired. Dr. Minich's position was filled by Patricia Dyjak in fall 2007; she left CEU at the end of spring 2008. Jason Olsen was hired in fall 2008. The Price campus currently has one vacant full-time position in the English Department, which will likely remain unfilled next year due to budget reductions. Josi Russell was hired as a full-time faculty member in San Juan in 2006. The next review is scheduled to be completed in spring 2010.

v. Program Review: Geology (Earth Sciences)

Review completed March 2007. Approved by CEU Trustees on January 13, 2009.

Reviewers

- Dr. Don Fiesinger, Geology Department, Utah State University (March 2007)
- Dr. Pete Kolesar, Geology Department, Utah State University (March 2007)
- Russell Goodrich, Dean of PCTE Division, CEU
- Michelle Fleck, Geology Department Chair, CEU

Program Description: The College of Eastern Utah (CEU) Geology Department offers all of the Earth Science general education courses needed for the associate's degree: Introduction to Geology, Prehistoric Life, and Physical Geography. In addition, the department offers Physical Geology and Historical Geology, which are required first-year courses for students who plan to pursue a geology baccalaureate degree. The Geology Department is affiliated with the CEU Prehistoric Museum and provides students with unique opportunities to become involved with local paleontological research. All of CEU's graduates who have had an emphasis in Geology have successfully transferred to university programs within Utah.

Faculty & Staff

	Tenured/ Tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	2	0	
Number of faculty with Master's degrees			3
Number of faculty with Bachelor's degrees			
Other Faculty: Emeritus			1
Total	2		4

Students

AY	# of Majors	Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
06-07	2	72	1.59	45.3	2	2 Entered BS prog.
05-06	4	84	1.70	49.4	3	3 Entered BS prog.
04-05	2	82	2.19	37.4	1	1 Entered BS prog.
03-04	6	90	2.44	36.9	0	
02-03	4	118	2.44	48.4	0	

Courses offered by this department typically fulfill the general education requirements for the AS, AA, AAS degrees and certificate programs. CEU graduates who have completed courses in this department use these courses as transfer credit toward baccalaureate programs elsewhere. CEU does not offer a stand-alone degree in this department.

Finances

Expense	02-03	03-04	04-05	05-06	06-07
Salaries & Wages	108,625	109,863	106,448	94,457	91,741
Benefits	43,733	49,567	54,089	41,530	34,958
Total Personnel					
Current Expense	4,500	4,500	4,500	4,500	4,535
Travel					
Capital					
Library Expense					
Total Expense	\$160,858	\$163,930	\$165,037	\$140,487	\$131,234
Revenue	02-03	03-04	04-05	05-06	06-07
Legislative Appropriation	160,858	163,930	165,037	140,487	131,234
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees (geology labs @\$15)	~150	~150	~150	~150	~150
Total Revenue	161,008	\$164,080	\$165,187	\$140,637	\$131,384
Difference	02-03	03-04	04-05	05-06	06-07
Revenue-Expense	\$150	\$150	\$150	\$150	\$150

Program Assessment

Summaries of Strengths, Weaknesses, and Recommendations

The Geology/Geography program, although small, provides important educational programming for Earth Science majors as well as for the general education program at CEU. Students leaving the program are well-prepared for advanced work at baccalaureate institutions. For the last several years, the department has been staffed by one full-time faculty member, Michelle Fleck. This department relies heavily on qualified adjunct faculty and other full-time CEU professional staff members to provide general education and majors' courses each semester. From 2003-06, Dr. Fleck also served as an academic dean; this assignment reduced her availability to teach.

The external evaluators were complimentary of CEU's efforts to provide quality education in geology. They praised the faculty, facilities, the Prehistoric Museum, and the location juxtaposed to a wide variety of geological resources. Laboratory and classroom facilities are new and adequate for the program's needs. The computer lab is easily accessible. The CEU Prehistoric Museum is an asset to the department and reflects the diversity and richness of the local geology. The department regularly offers field trips for students. CEU Geology graduates who have transferred to USU have done extremely well.

The external evaluators were concerned about staffing and low enrollments, and made recommendations that the College investigate the possibility of hiring an additional instructor instead of relying so heavily on part-time faculty. Increased recruiting efforts and redesign of the departmental web pages were suggested.

The department is understaffed by full-time faculty and depends too heavily on adjunct and emeritus faculty. College-wide enrollments have declined, and the external evaluators recommended that CEU increase efforts to recruit students from the Wasatch Front.

Responses to Review Committee

The college cannot afford to hire another geologist/paleontologist at this time, but could rely more heavily upon the paleontology staff at the CEU Museum to teach additional geology courses on campus. The department agrees that it should recruit more students to the program, so in Fall 2007 it worked with the CEU webmaster to develop a departmental webpage. The Museum should be more actively involved in recruiting new students into the program.

Since this review was completed, there have been no big changes in the Geology Department's curriculum, staffing, budgets, equipment, or enrollments. The next review is scheduled to be completed in Spring 2012.

vi. Program Review: Department of Languages

Review completed April 2007. Approved by CEU Trustees on January 13, 2009.

Reviewers

- Dr. Sarah Gordon, Assistant Professor of Languages,
- Susan Dudash, Assistant Professor of Languages, Utah State University
- Steve Nelson, Languages Chair, CEU
- Michelle Fleck, Dean of Arts & Sciences, CEU

Program Description: The Languages Department at the College of Eastern Utah (CEU) has offered a wide variety of first-year courses in various languages over the years. From 2002-08, the Price campus

offered courses in Spanish, French, Italian, Russian, and Japanese. The San Juan campus offered courses in Navajo. Currently, the full-time instructor in Price teaches Spanish. The Price campus has offered first-year courses in French and Italian over the past five years taught by adjunct instructors. The department offers the courses necessary for students who want to earn the Associate of Arts degree from CEU.

Faculty & Staff (from 2002-08)

	Tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	1	0	2
Number of faculty with Master's degrees	1		1
Number of faculty with Bachelor's degrees			2
Other Faculty			
Total	2		5

Students

AY	# of Majors	Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
2001-02	Not available	34.7	2.53	13.7	0	
2002-03		25.3	1.73	14.6	0	
2003-04		18.9	1.07	17.7	0	
2004-05		21.3	0.83	25.7	0	
2005-06		20.7	0.66	31.4	0	

Courses offered by this department typically fulfill the general education requirements for the AS, AA, AAS degrees and certificate programs. CEU graduates who have completed courses in this department use these courses as transfer credit toward baccalaureate programs elsewhere. CEU does not offer a stand-alone degree in this department.

Finances: Until 2005-06, CEU's Languages Department did not have a separate budget but was included in the Humanities Department budget. CEU was without a full-time language instructor from FY03 to FY06.

Expense	2005-06	2006-07
Salaries & Wages	52,512	34,134
Benefits	16,465	20,764
Total Personnel		
Current Expense	1,200	1,200
Travel		
Capital		
Library Expense		
Total Expense	\$70,177	\$56,107
Revenue	2005-06	2006-07
Legislative Appropriation	70,177	56,107
Grants & Contracts		
Donations		
Reallocation		
Tuition to Program		
Fees		
Total Revenue	\$70,177	\$56,107
Difference	2005-06	2006-07
Revenue-Expense	\$0	\$0

Program Assessment

Summaries of Strengths, Weaknesses, and Recommendations

CEU's Language Department has undergone a major transition during the past few years. Prior to FY03, the department had been staffed for several years by one full-time instructor who offered courses in Spanish, French, German, and Russian. Occasionally, Italian, Japanese, and Navajo courses were offered by adjunct faculty. Between FY03 and FY06, all of CEU's language courses were taught by adjuncts. In fall 2006, Steve Nelson was hired to teach Spanish. Since that time, CEU has increased Spanish offerings and has continued to offer a limited number of adjunct-instructed French and Italian courses at the Price campus and Navajo at the San Juan campus.

The evaluators were complimentary of CEU's efforts to provide a variety of language opportunities, but recommended that CEU hire additional full-time faculty with appropriate academic credentials to ensure quality instruction. The evaluators also recommended that CEU increase the use of computer-aided learning technologies and develop departmental learning outcomes and appropriate assessment strategies.

Responses to Review Committee

Given the size of the program, the quality of instruction, and the appropriateness of the curriculum, CEU has rated this program as acceptable. Budgets and enrollments will not allow the College to hire a second full-time language instructor in the foreseeable future. Steve Nelson has taken charge developing an assessment strategy for the department.

Since this review was completed in April 2007, the department has not had any major changes in staffing or budgets. Enrollments continue to increase in the Spanish courses. In fall 2007, CEU began to noticeably strengthen the Spanish program by offering second-year Spanish for the first time in many years. For the first time at CEU, first-year Spanish was offered via the "Ednet" Distance Learning system in 2007. The next review is scheduled to be completed in spring 2012.

vii. Program Review: Department

Review completed spring of 2006. Approved by CEU Trustees on January 13, 2009.

Reviewers

- Scott Mortensen, Dixie State College
- Melanie Nelson, CEU Math Department Chair
- Russell Goodrich, CEU Dean of Professional, Career & Technology Education

Program Description: The College of Eastern Utah (CEU) Math Department is staffed by four full-time faculty in Price and one in San Juan, each of whom hold master's degrees in math. Several courses are taught by adjunct faculty on the Price campus. The department offers a wide range of lower-division courses, from developmental math and trade math through statistics, calculus, and differential equations. The major part of the department's load comes from Math 1010 Intermediate Algebra, Math 1030 Quantitative Reasoning, and Math 1050 College Algebra. The department also maintains a Math Lab which provides student tutoring on the Price campus.

Faculty & Staff

	Tenured/ Tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees			2
Number of faculty with Master's degrees	5		3
Number of faculty with Bachelor's degrees		1	2
Other Faculty			
Total	5	1	7

Students (Price & San Juan, Spring Data)

AY	# of Majors	Student FTE	# of FT Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
FY01	10	460.5	5	92.1	2	Not available
FY02	5	454.7	5	90.9	6	
FY03	3	434.5	5	86.9	3	
FY04	5	426.4	5	85.3	3	
FY05	5	413.3	5	82.6	1	

Courses offered by this department typically fulfill the general education requirements for the AS, AA, AAS degrees and certificate programs. CEU graduates who have completed courses in this department use these courses as transfer credit toward baccalaureate programs elsewhere. CEU does not offer a stand-alone degree in this department.

Finances (Price only)

Expense	FY01	FY02	FY03	FY04	FY05
Salaries & Wages	153,202	166,679	166,147	169,772	173,432
Benefits	58,798	66,557	71,776	78,828	81,579
Total Personnel					
Current Expense (includes wages for student tutors)	3,820	3,820	3,700	3,700	3,700
Travel					
Capital					
Library Expense					
Total Expense	\$215,802	\$237,056	\$241,623	\$252,300	\$258,711
Revenue	FY01	FY02	FY03	FY04	FY05
Legislative Appropriation	215,802	237,056	24,1623	25,2300	25,8711
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees					
Total Revenue	\$215,802	\$237,056	\$241,623	\$252,300	\$258,711
Difference	FY01	FY02	FY03	FY04	FY05
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

Program Assessment

Summaries of Strengths, Weaknesses, and Recommendations

Overall, the external reviewer found the CEU Math Department to be in "excellent shape." The external reviewer praised the department's facilities, course syllabi, course scheduling, distribution of faculty workload, use of graphing calculators, and the math tutoring program. The external reviewer expressed concerns about the credentials of some of the College's adjunct math faculty, pointing out that the math departments at some other Utah colleges have set a guideline requiring a master's degree with at least 20

hours of graduate math credit. He encouraged the department to consider setting a “shelf life” for prerequisite math courses and to require entry and exit exams for the purpose of assessment. He also encouraged CEU to develop more “smart” classrooms.

Response to Review Committee

The CEU Math Departmental curriculum is relatively standard in the Utah System of Higher Education; therefore, students encounter very few problems with transfer credits. The full-time faculty are highly qualified and experienced. The Math Lab provides a much-needed service to students. The faculty regularly attend statewide, regional and national professional conferences. Several of the faculty use “Blackboard” to electronically post course materials, assignments and grades.

Math Department Chair Melanie Nelson (Departmental response, 11/2008) states,

Finding qualified adjunct instructors in a rural area is difficult. The department has made the effort to find qualified instructors by placing ads in the local paper. No response came from that. Our adjunct faculty may not [all] have a master’s degree with 20 hours of graduate credit, but they are good teachers. The Math Department works closely with our adjunct instructors to monitor their performance....

The Math program has been rated by the Interim Vice President for Academic Affairs as “commendable” and will be due for another routine review in 2011. Since this review was originally compiled in 2006, Greg Borman has left CEU and was replaced by Kevin Bower. No other substantive changes have occurred in the department’s staffing, enrollments, or curriculum. About two years ago, the Math Lab budget was slightly increased, but otherwise, the budget has remained essentially the same.

viii. Program Review: Physics

Review completed April 2006. Approved by CEU Trustees on January 13, 2009.

Reviewers

- Larry Smith, Physics Department, Snow College
- David Kardelis, CEU Physics Department Chair
- Michelle Fleck, CEU Dean of Arts & Science

Program Description: The College of Eastern Utah (CEU) Physics Department consists of one full-time faculty member in Price and one full-time faculty member in San Juan; each teaches a variety of science courses. The Price campus also has three adjunct faculty who primarily teach the Elementary Astronomy general education course. Dr. David Kardelis (Price campus) primarily teaches the lab-based Physics sequences for science and engineering majors and he is involved with CEU’s Engineering program.

Faculty & Staff

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	2		
Number of faculty with Master’s degrees			4
Number of faculty with Bachelor’s degrees			
Other Faculty			
Total	2		3

Students (Price & San Juan)

AY	# of Majors	Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
2001-02	4	78.2	2.5	31.3	No data	
2002-03	4	84.1	2.5	33.6		
2003-04	2	97.8	2.5	39.1		
2004-05	1	98.7	2.5	39.5		
2005-06	No data	56.2	2.5	22.5		

Courses offered by this department typically fulfill the general education requirements for the AS, AA, AAS degrees and certificate programs. CEU graduates who have completed courses in this department use these courses as transfer credit toward baccalaureate programs elsewhere. CEU does not offer a stand-alone degree in this department.

Finances (Price only, does not include Adjunct Wages)

Expense	FY02	FY03	FY04	FY05	FY06
Salaries & Wages					
Benefits					
Total Personnel	72,866	73,652	75,726	76,094	86,507
Current Expense					
Travel					
Capital					
Library Expense					
Total Expense	\$72,866	\$73,652	\$75,726	\$76,094	\$86,507
Revenue	FY02	FY03	FY04	FY05	FY06
Legislative Appropriation	72,866	73,652	75,726	76,094	86,507
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees	1,200	1,600	1,175	1,425	575
Total Revenue	\$74,066	\$75,252	\$76,901	\$77,519	\$87,082
Difference	FY02	FY03	FY04	FY05	FY06
Revenue-Expense	\$1,200	\$1,600	\$1,175	\$1,425	\$575

Program Assessment

Summaries of Strengths, Weaknesses, and Recommendations

Given program size, quality of instruction, and appropriateness of the curriculum, the program is rated as commendable. The external evaluator, Dr. Smith, was complimentary of CEU's Physics program. Students are able to take rigorous courses in small classes from well-trained, dedicated faculty. Students who successfully complete the CEU Physics sequences are well-prepared for advanced work when they transfer to baccalaureate institutions. CEU's lab facilities and equipment are modern and quite adequate.

Dr. Smith recommended that the lab be better organized to promote a safer work environment. He also recommended that CEU hire a lab assistant to reduce Dr. Kardelis' workload by. CEU was asked to consider dropping the Introductory Physics lab, since it is rarely taught due to low enrollments. CEU should also consider working more closely with regional high schools on concurrent enrollment programs.

Responses to Review Committee

The College recognizes the need for additional staffing to help in the Physics Department, particularly with laboratories and equipment maintenance and storage. CEU will investigate the possibility of allocating money for a lab technician who could assist in the science disciplines.

Since the completion of this report, the San Juan campus' Dr. Don Smith has retired, and has been replaced Dr. Mark Noirot. David Kardelis took a year's sabbatical leave in 2005, and his sabbatical replacement was a BYU doctoral candidate in Physics, Jared Daily. Dr. Kyle Larsen was hired for a new Engineering position at CEU in 2006, which has taken some of the overload from Dr. Kardelis. Departmental course offerings, budgets and enrollments have remained relatively stable. The next review is scheduled to be completed Spring 2011.

E. Utah Valley University

i. New Emphasis: BA/BS in Behavioral Science with Family Studies Emphasis

Request: The Department of Behavioral Science at Utah Valley University (UVU) propose to offer a Family Studies emphasis effective Fall 2009. The curriculum for the Family Studies emphasis was approved through the UVU curriculum process and approved by the Board of Trustees November 13, 2008. Currently there are four emphases in the Department of Behavioral Science: Psychology, Social Work, Sociology, and Anthropology. Each Behavioral Science graduate earns a hybrid/interdisciplinary bachelor's degree with a combination of courses from these emphases. The proposed Family Studies will merge coursework from all four emphases into a complementary and highly valued emphasis. The Family Studies emphasis will require a total of 51 credit hours, 18 unique to this emphasis and 33 shared as elective choices taken from among the other 75 credit hours available to all behavioral science majors. Students will complete 16 hours of matriculation requirements, 45 hours of core requirements, and 6 hours of elective credits.

Need: This proposed emphasis in Family Studies is due to student demand and interest in family studies. As of Fall 2008 there are 1,342 Behavioral Science majors at UVU. Of these Behavioral Science majors, 61 percent are already emphasizing Psychology or Social Work with an estimated half of that number desiring to become professional counselors or therapists.

This Family Studies emphasis is designed to educate students on a broad enough level that they can qualify for employment in most human services jobs (e.g., family and children services) as well as being adequately prepared for most family-related graduate school programs (e.g., counseling, family studies, and social service degrees). There is one national council that certifies students with an undergraduate certificate which documents students earned preparation—The National Council of Family Relations (NCFR). Once accredited by NCFR, graduates will be able to apply to the NCFR for their Certified Family Life Educator (CFLE) certification. The NCFR guidelines state that students graduating from a certified CFLE department do not take the national boards. The emphasis will meet NCFR accreditation standards and program accreditation will be sought. This emphasis will provide UVU students an educational program that will allow them to be competitive with graduates from other Utah institutions which offer CFLE certification (U of U, USU, WSU, and BYU) for graduate school admissions and professional careers.

Institutional Impact: Because many students already take the same courses for electives, it is anticipated that the institutional impact of the new Family Studies emphasis will be absorbed by the current faculty and staff. The current UVU faculty has the requisite knowledge and expertise for teaching this program.

From the perspective of impacting the quality of education at UVU, the results will be positive. Students will find the courses rigorous and challenging. Students will be able to focus their studies on the family and be better qualified for graduate programs and careers in marriage and family therapy and human service fields. Because they will graduate from an NCFR and CFLE certified program, they will be able to obtain national certification as Certified Family Life Educators without taking any additional exams or boards. They can apply for certification upon verification of graduation from the program. The Family Studies emphasis will draw students into the Behavioral Science department and to the Utah Valley University in general.

Finances: No new staff is required for the emphasis. In order to acquire NCFR accreditation, a one-time \$525 fee will be paid by the department. No annual fees are required, but once every five years a renewal fee of \$250 is required for maintenance and oversight by the NCFR. However, as the Family Studies emphasis requires no new curriculum, personnel or facilities, and as it will be incorporated by the Behavioral Science Department, there are no additional finances needed to realize the emphasis.

ii. ***New Minor: Technology Management in the School of Technology and Computing***

Request: The Utah Valley University (UVU) Technology Management Department in the School of Technology and Computing requests the addition of a Minor in Technology Management. The curriculum for the Technology Management minor has been approved through the UVU curriculum process and approved by the Board of Trustees on November 16, 2006. The purpose of the minor is to extend the reach of the Technology Management Program to students beyond its current home in the School of Technology and Computing. The minor will consist of 21 credit hours selected as follows:

Discipline Core Requirements:		15
TECH 3000	Introduction to Technology Management	3.0
TECH 3400	Project Management	3.0
TECH 3850	Quality Assurance in Technology	3.0
TECH 4000	Reliability Engineering and Safety	3.0
TECH 4420	Organization Information Technologies	3.0
Elective Requirements:		6
TECH 3010	Creativity Innovation and Change Management	3
TECH 3700	Materials Management	3
TECH 4050	Global Ethical and Professional Issues in Technology	3
TECH 4200	Technology Marketing and Distribution	3
TECH 4820	Current Topics in Technology Management	2
TECH 497R	Independent Study - May select between 1 and 4 credits	1

Need: Technology plays an ever increasing role in human life and new technologies often have unexpected consequences. In the past at UVU, technology has been viewed as a set of programs in the School of Technology and Computing. In the real world, technology has a much broader meaning encompassing such areas as biology, medicine, energy, transportation, and others. This minor will provide students in majors outside the School of Technology and Computing the opportunity to explore several aspects of technology management and become more aware of the issues surrounding technology. This background will also benefit such students in their quest for employment since project management expertise and its related skills are highly sought after by employers.

Technology Management has long been the primary program for students from Building Construction and Engineering Graphics and Design Technology AAS students to obtain their bachelor's degree (over 50 percent of UVU bachelor's-seeking students come from these programs). This minor is part of the program's strategic plan to help broaden its search for additional students. Furthermore, it is hoped that the visibility of the minor may also open new possibilities for additional emphases within the Technology Management Program.

Institutional Impact: The proposed Technology Management minor offers a highly relevant choice for students outside the School of Technology and Computing. While the extent of the popularity of the minor is unknown, it is not expected to have much impact on other UVU programs/minors. This new minor will not require any changes in administrative structures or any new faculty, advisors, facilities, or equipment.

Finances: No significant changes in costs are anticipated by the Technology Management Program or any other UVU programs. The additional students from the minor will help the Technology Management Program continue to run efficiently. In the immediate future, any additional students can be absorbed into existing classes or any new online courses that will be developed.

iii. Three Year Follow Up: Art and Visual Communications

Program Description: Utah Valley University (UVU) was approved to offer a four-year baccalaureate degree program (bachelor of arts, bachelor of science, and bachelor of fine arts options) through the Art and Visual Communications Department by the Board of Regents on June 4, 2004 and began accepting students Fall 2004. These degrees provide both technical and aesthetic training in fine arts, design, and illustration areas as well as traditional and computer-based graphics production processes.

Students receive hands-on and theoretical training needed for entry-level employment in many exciting and diversified fields. In addition to career training, the Art and Visual Communications Department provides opportunities to explore the possibilities of drawing, painting, sculpture, ceramics, or photography as elective credit or as a foundation for a career in fine art.

Enrollment Data: Enrollment has far exceeded the projections listed in the R401 document of 2004. Third year enrollment in the program was estimated to be 75 majors. The actual number of majors enrolled in the four-year Art and Visual Communications degree is 213. The potential number of students that will matriculate into the program in the next one or two years is 300-500. Most of the students in lower-division courses have declared their intent to continue in the program when they have enough hours to matriculate.

	2003-04	Sum04 - Spr05		Sum05 - Spr06		Sum06 - Spr07	
2/1/2008	Actual upper division	Estimated new upper division	Actual all upper division	Estimated new upper division	Actual all upper division	Estimated new upper division	Actual all upper division
FTE Enrollment	7.20	15.00	70.54	31.00	101.60	43.00	82.90
Cost Per FTE	\$5,903	\$2,064	\$3,912	\$2,000	\$2,537	\$2,050	\$4,087
Student/Faculty Ratio	10.00	15.00	15.68	15.50	13.46	18.70	11.84
Total Headcount (bachelor seeking, fall 3rd week)	0	30	26	65	41	75	111
ART Majors	0		0		0		0
AVC Majors	0		26		41		111
ART Graduates	0	NA	0	NA	0	NA	0
AVC Graduates	0	NA	0	NA	12	NA	29
Tuition (rate)	\$2,072	\$2,072	\$2,372	\$2,072	\$2,580	\$2,072	\$2,812
Tuition to Program	NA	NA	NA	NA	NA	NA	NA
Gross Tuition	\$14,918	\$31,080	\$167,321	\$64,232	\$262,128	\$89,096	\$233,115

R401 budgets are based on new courses and, thus, include only the anticipated enrollments, costs, faculty, and tuition for the specific courses. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the table includes the estimates from the R401 for not only the new upper division courses but also the actual data for all upper division courses.

Employment Information: Although these four-year degrees have only been in effect for three years, students are already benefiting from their educational experience in the program. For example, the highly competitive field of graphic design requires the kind of training and experiences best obtained during four years of college rather than two. Students graduating with BFA degrees in graphic design from this program have been able to compete successfully for jobs and 100 percent of them are employed in the field. The following employers have hired recent graduates: Emerald Forest (web and computer graphics), Avalanche Studio (computer graphics), Covenant Communications (print design), Design Access (print design), Meyer and Liechty (print and media design), Luminous (film production), Sony Picture Studios (film production), UVU (computer graphics, print design, and photography), Vista Games (computer graphics), Design Spectrum (computer graphics), Wahoo Games (computer graphics), Zygote Media (medical illustration), and Rubberball (stock photography).

Five graduates from the photography area have started their own businesses. Recent graduates from the department have been accepted into MFA programs at the University of Indiana, West Virginia University, and the School of the Museum of Fine Arts at Tufts University in Boston. Other graduates have applied to graduate schools and are waiting for results.

iv. Three Year Follow Up: Community Health

Program Description: The Bachelor of Science in Community Health with emphases in Health Services Administration and Community Health Education at Utah Valley University (UVU) was approved on March 18, 2005 and began accepting students in May 2005. This Community Health degree is designed to serve four groups of students: those wishing to work in community health education [agencies]; those wishing to pursue a secondary education certificate with a major in Health Education; those wishing to work in health care administration; and those enrolled in UVU's currently approved baccalaureate programs who wish to minor in Health Education or take Community Health elective courses. The Health Education emphasis is

designed to be consistent with the standard requirements of other institutions in and out of Utah and to comply with the Utah State Office of Education Health Education Standards.

Enrollment Data: R401 budgets are based on new courses and, thus, include only the anticipated enrollments, costs, faculty, and tuition for the specific courses. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the table includes the estimates from the R401 for not only the new upper division courses but also the actual data for all upper division courses. Overall upper division enrollments have more than doubled in the three-year period. Overall cost per FTE has increased 14.7 percent. In order to support the increased demand and ensure quality, additional faculty have been hired.

	2004-05	Fall05 - Sum06		Fall06 - Sum07		Fall07 - Sum08	
	Actual upper division	Estimated new upper division	Actual upper division	Estimated new upper division	Actual upper division	Estimated new upper division	Actual upper division
FTE Enrollment	46.57	5.00	63.93	10.00	111.10	10.00	NA
Cost Per FTE	\$2,936	\$758	\$1,701	\$1,176	\$3,370	\$1,217	NA
Student/Faculty Ratio	23.64	25.00	23.50	17.00	22.09	17.00	NA
Headcount (Bachelor seeking, fall 3rd week)	0	25	87	50	189	50	188
Graduate (Bachelor's)	0		3		29		NA
Tuition (Rate)	\$2,372	\$2,372	\$2,580	\$2,372	\$2,812	\$2,372	\$3,000
Tuition to Program	NA	NA	NA	NA	NA	NA	NA
Gross Tuition	\$110,464	\$11,860	\$164,939	\$23,720	\$312,413	\$23,720	NA

Employment Information: Letters requesting education plans and employment were sent to 42 graduates in early February. Responses were obtained from 13 students (31 percent). Of the 13 students that returned the department survey, 7 are working in a field related to their degree; 4 students are not employed by choice; and 2 students are not employed in the health field but are seeking such employment.

v. Three Year Follow Up: Physical Education and Recreation

Program Description: The Utah Valley University (UVU) Bachelor of Science/Bachelor of Arts degree in Physical Education and Recreation Management with emphases in Exercise Science and Outdoor Recreation Management were approved March 18, 2005, and began accepting students in August 2005.

The Physical Education and Recreation Department provides a broad discipline approach for optimal promotion of physical activity, recreation, and/or exercise for rehabilitation, health, fitness, and athletic performance. This degree emphasizes theory and application and offers comprehensive coursework in exercise science, recreation, and outdoor recreation management.

Students may pursue graduate study in a variety of disciplines including exercise science, kinesiology, biomechanics, sports psychology, health promotion, nutrition, athletic training, medicine, outdoor leadership, outdoor recreation management, and resource management. The curriculum was designed to be rigorous at both the lower and upper-division levels. It is expected that coursework in lower- and upper-division areas including math, chemistry, anatomy, physiology, kinesiology, clinical and exercise physiology, and motor learning will effectively challenge all students engaged in this program.

Enrollment Data: R401 budgets are based on new courses and, thus, include only the anticipated enrollments, costs, faculty, and tuition for the specific courses. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the following table includes the estimates from the R401 for not only the new upper division courses but also the actual data for all upper division courses. Student demand has consistently exceeded estimates. Given that demand, additional salaried faculty have been hired to support the program; thus, the increase in the cost per FTE.

	2004-05	Sum05 - Spr06		Sum06 - Spr07		Sum07 - Spr08	
2/1/2008	Actual upper division	Estimated new upper division	Actual all upper division	Estimated new upper division	Actual upper division	Estimated new upper division	Actual all upper division
FTE Enrollment	36.04	22.00	66.40	42.00	92.04	47.50	122.67
Cost Per FTE	\$2,958	\$1,188	\$2,994	\$1,242	\$4,025	\$1,221	NA
Student/Faculty Ratio	23.22	17.00	18.55	16.00	18.26	17.00	NA
Total Headcount (bachelor seeking, fall 3rd week)	0	60	137	120	298	135	454
PERE Majors	0		106		270		383
PETE Majors	0		31		28		71
PERE Graduates	0	NA	0	NA	23	NA	NA
PETE Graduates	0	NA	0	NA	4	NA	NA
Tuition (rate)	\$2,372	\$2,372	\$2,580	\$2,372	\$2,812	\$2,372	\$3,000
Tuition to Program	NA	NA	NA	NA	NA	NA	NA
Gross Tuition	\$85,487	\$52,184	\$171,312	\$99,624	\$258,816	\$112,670	\$368,010

Employment Information: The Department of Physical Education and Recreation periodically contacts past graduates regarding their education and employment plans. Of the 38 BS graduates, the department has current information on 19 students (50 percent). Two are seeking MS degrees; two are seeking DPT degrees; and two are pursuing second BS degrees. Nine students are employed in their field of study, three are employed in non-degree related fields but are seeking employment in their field of study, and one is employed in a non-degree related field and is not seeking employment in their field of study. One is not employed or seeking employment.

vi. *Three Year Follow Up: Dance, Dance Education and Movement Studies*

Program Description: The bachelor degrees in Dance were approved by the Board of Regents on June 10, 2005, and began accepting students Fall 2005. Utah Valley University (UVU) Department of Dance offers innovative and intensive studies in Ballet, Ballroom, Modern Dance, and Dance Education, blending the artistic and academic to prepare students for careers in dance and other related fields, as well as, to prepare students for graduate studies in Dance. All dance degrees and emphases share a common core curriculum, which is unique to UVU's Dance program. This innovative approach gives dance majors the breadth and depth of knowledge necessary to successfully navigate today's professional and academic world. With seven student companies and one professional Ballet company in residence, dance students have ample opportunity to perform in a variety of venues and to engage with professionals in the field. Faculty and staff share a common commitment to superior teaching, which promotes dance as an artistic and cultural expression that has the power to enrich and transform the individual, community, and society.

Enrollment Data: Since the Dance programs require students to matriculate into the major at the end of their first two semesters, there are a number of students in the Dance pre-major who are not reflected. Students must go through an audition process at the end of their freshman or sophomore year. Allowing students to audition at the end of their freshman year is unique to UVU's Dance program and has many advantages for students. It also presents challenges. One difficulty is officially tracking baccalaureate degree-seeking students. Under the current system, they show up as associate's degree students until they successfully audition and officially matriculate. As the baccalaureate degrees have been implemented, it was discovered that not all students audition at the end of their freshman year as intended in program planning; some waited until the end of their sophomore year, and a few waited even beyond that. Having discovered this problem, students are now required to audition at the end of their first two semesters.

R401 budgets are based on new courses and include only the anticipated enrollments, costs, faculty, and tuition for the specific courses. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the table includes the estimates from the R401 for not only the new upper division courses but also the actual data for all upper division courses. While student headcounts are below estimates, student FTE is at or just above estimates.

	2004-05	Sum05 - Spr06		Sum06 - Spr07		Sum07 - Spr08	
2/1/2008	Actual upper division	Estimated new upper division	Actual all upper division	Estimated new upper division	Actual all upper division	Estimated new upper division	Actual all upper division
FTE Enrollment	17.70	13.33	25.30	21.33	40.77	32.00	49.31
Cost Per FTE	\$6,409	\$5,449	\$6,390	\$4,015	\$7,007	\$3,352	NA
Student/Faculty Ratio	6.28	13.00	5.32	15.00	5.99	13.00	NA
Total Headcount (bachelor seeking, fall 3rd week)	0	20	2	40	4	60	16
DANC Majors	0		2		3		13
DNED Majors	0		0		1		3
MVST Majors	0		0		0		0
DANC Graduates	0	NA	0	NA	0	NA	NA
DNED Graduates	0	NA	0	NA	0	NA	NA
MVST Graduates	0	NA	0	NA	0	NA	NA
Tuition (rate)	\$2,372	\$2,372	\$2,580	\$2,372	\$2,812	\$2,372	\$3,000
Tuition to Program	NA	NA	NA	NA	NA	NA	NA
Gross Tuition	\$41,984	\$31,619	\$65,274	\$50,595	\$114,645	\$75,904	\$147,930

Employment Information: Those trained in dance find careers as public and private school teachers, college and university educators, performers, choreographers, dance historians and critics, administrators, dance therapists and professionals in the field of somatics (Pilates, yoga, Laban movement analysis). The table below affirms this statement and demonstrates that the degree programs have successfully launched the careers and life journey of these emerging artists and citizens of the world.

Degree	Employment
BFA Dance Modern emphasis (2008)	Dancing professionally with Phoenix-based modern dance companies- Center Dance Ensemble and Desert Dance Theatre.
BFA Dance Modern emphasis (2008)	Internship with professional Utah-based dance company, Repertory Dance Theatre. Applying for dance specialist position. Private studio.
BFA Dance Modern emphasis (2008)	Plans to audition for companies and/or go to graduate school.
BFA Dance Modern emphasis (2008)	Looking into graduate school.

Degree	Employment
BS Integrated Studies - Ballroom dance and Business. (2008)	Employed as performer on a Cruise Liner.
BFA Dance Modern emphasis (2008)	On Summer Scholarship with professional modern dance company, Ririe Woodbury
BS Movement Studies, Ballroom (2008)	Looking into graduate schools. Teaching at private studio.
BFA Dance Ballet emphasis (2008)	Auditioning for professional companies. Choreography-
BFA Dance Ballet emphasis (2008)	Auditioning for professional companies.
BFA Dance Modern emphasis (2008)	Private studio

vii. Three Year Follow Up: Physical Education Teacher Education

Program Description: The Physical Education K-12 Teacher Education program at Utah Valley University (UVU) was designed to prepare quality candidates to teach developmentally appropriate physical education to all K-12 students. Successful program completion leads to Licensure in the State of Utah. This program was approved by the Board of Regents on March 18, 2005, and began accepting students Fall 2005.

Enrollment Data: R401 budgets are based on new courses and include only the anticipated enrollments, costs, faculty, and tuition for the specific courses. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the table includes the estimates from the R401 for not only the new upper division courses but also the actual data for all upper division courses. Student demand (both FTE and Headcount) has consistently exceeded estimates. Given that demand, additional salaried faculty have been hired to support the program; thus, the increase in the cost per FTE.

	2004-05	Sum05 - Spr06		Sum06 - Spr07		Sum07 - Spr08	
	Actual upper division	Estimated new upper division	Actual all upper division	Estimated new upper division	Actual upper division	Estimated new upper division	Actual all upper division
2/1/2008							
FTE Enrollment	36.04	22.00	66.40	42.00	92.04	47.50	122.67
Cost Per FTE	\$2,958	\$1,188	\$2,994	\$1,242	\$4,025	\$1,221	NA
Student/Faculty Ratio	23.22	17.00	18.55	16.00	18.26	17.00	NA
Total Headcount (bachelor seeking, fall 3rd week)	0	60	137	120	298	135	454
PERE Majors	0		106		270		383
PETE Majors	0		31		28		71
PERE Graduates	0	NA	0	NA	23	NA	NA
PETE Graduates	0	NA	0	NA	4	NA	NA
Tuition (rate)	\$2,372	\$2,372	\$2,580	\$2,372	\$2,812	\$2,372	\$3,000
Tuition to Program	NA	NA	NA	NA	NA	NA	NA
Gross Tuition	\$85,487	\$52,184	\$171,312	\$99,624	\$258,816	\$112,670	\$368,010

Employment Information: Four students graduated in April 2007. Three of the four students are teaching physical education in Utah public schools. The fourth student was applying for jobs out of state. He did not have a position as of October 2007 and has yet to contact the department with updated information. Four students completed their student teaching in December 2007. One of the four was hired as an intern for the 2007-08 academic year. Alpine School District plans to hire him next year. The second Fall 2007 student teacher is waiting to apply for employment until her husband decides on his location for graduate school. The other two Fall 2007 student teachers are applying for positions to begin Fall 2008.

viii. Three Year Follow Up: Spanish and Spanish Education

Program Description: The Bachelor of Arts degrees in Spanish and Spanish Education at Utah Valley University (UVU) were approved by the Board of Regents in April 2005 and began admitting students Fall 2005. The major in Spanish is designed to prepare students at the baccalaureate level in the four language production skills (speaking, listening, writing, and reading), in cultural and literary history of the Spanish speaking world, and in the ability to function bilingually and multiculturally in the global community. Courses in literature, culture, phonetics and phonology, grammar, writing, and business are available in the curriculum. Through additional testing, a student may receive business Spanish certification from the Cámara de Comercio de Madrid. Spanish major students are often considered good candidates for graduate work in a wide variety of fields including business, law, medicine, social sciences, and the humanities. The goal of the Spanish program is to prepare students for advanced study in the language and for service in professions that require knowledge of the language and its associated literatures and cultures. These goals are supported by and integrated into the courses required for the major.

Enrollment Data: R401 budgets are based on new courses and include only the anticipated enrollments, costs, faculty, and tuition for the specific courses. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the table includes the estimates from the R401 for not only the new upper division courses but also the actual data for all upper division courses. Student demand has consistently exceeded estimates. Given that demand, additional salaried faculty have been hired to support the program; thus, the increase in the cost per FTE.

	2004-05	Sum05 - Spr06		Sum06 - Spr07		Sum07 - Spr08	
2/1/2008	Actual upper division	Estimated new upper division	Actual all upper division	Estimated new upper division	Actual upper division	Estimated new upper division	Actual all upper division
FTE Enrollment*	101.60	20.00	104.54	40.00	124.30	43.00	140.07
Cost Per FTE*	\$3,009	\$3,500	\$2,920	\$2,162	\$3,497	\$2,358	NA
Student/Faculty Ratio*	16.88	24.00	18.06	25.00	18.55	25.00	NA
Total Headcount (bachelor seeking, fall 3rd week)	0	30	38	60	92	65	111
SPAN Majors	0		36		83		87
SPED Majors	0		2		9		24
SPAN Graduates	0	NA	5	NA	13	NA	NA
SPED Graduates	0	NA	0	NA	1	NA	NA
Tuition (rate)	\$2,372	\$2,372	\$2,580	\$2,372	\$2,812	\$2,372	\$3,000
Tuition to Program	NA	NA	NA	NA	NA	NA	NA
Gross Tuition	\$240,995	\$47,440	\$269,713	\$94,880	\$349,532	\$101,996	\$420,210

Employment Information: Much as expected in the original R401 document, graduates have found employment (or are continuing their education) in a variety of areas. Two are in dental school; three are in various graduate programs; two are teaching Spanish in Utah school districts; one is a linguist with the United States Army; one is employed at the Library of Congress in Washington, D.C., in the *Latin American Handbook* section; and two more are employed locally using their Spanish language.

F. *Salt Lake Community College*

i. *Three Year Follow Up: AAS in Broadcast Video/Audio Production*

Program Description: The Salt Lake Community College (SLCC) Film Production Technician AAS was approved by the Board of Regents on January 14, 2005 and started admitting students that same month. The program provides students with the specialized knowledge and skills required to perform a wide variety of task encountered in the professional world of production. Such skills include the interpretation of technical terms and functions, the operation of camera equipment and understanding film and video stock, scene composition, lighting and studio. Students will learn to create a production design, operate production vehicles and edit productions. Students may train for various film industry positions such as camera operator, audio operator, floor director, video/film editor, art director, sound recordist, light technician, special effects and motion graphic artist.

Enrollment Data: The original R401 proposal estimated there would be 24 FTE enrollments each year. The program has exceeded that each year. Many students who take these courses are not declared majors and are not full-time students.

Enrollment and Demographic Data			
Students	2005-06	2006-07	2007-08
Actual FTE Enrollment	26	41	37
*Cost Per FTE	\$2,099	\$2,243	N/A
**Student/Faculty Ratio	6	8	7
Actual Headcount	12	28	52
Duplicated Headcount	169	231	230
Female	0	7	8
Male	12	21	44
Tuition to Program	\$2,312	\$2,403	\$2,534

* Cost per FTE is for the entire Division. ** Student faculty ratio reflects 9, 9 + 8 sections per year respectively that were cross listed with two other disciplines.

Employment Information: SLCC is working on a more systematic way of tracking this information. Graduates of the program are currently in the following positions: studio technician, camera operator, film and video salesman, National Geographic production intern, producers, production assistants, script supervisor, editor, grip and production assistants, and teacher (film).

ii. *Three Year Follow Up: AAS in Film Production Technician*

Program Description: The Salt Lake Community College (SLCC) Broadcast Video/Audio Production AAS was approved by the Board of Regents on January 14, 2005 and started admitting students that same month. The program is an extensive two year AAS degree. Students master concepts and skills required for professional positions in the radio and television broadcasting, video production and audio production professions. The program includes internships through partnerships with local broadcast and production facilities. It also includes hands on experience with all student media at SLCC. Students begin with fundamental skills training in personal, visual and audio communication settings. These involve hands-on labs and personal production and performance assignments. The fundamental concepts behind these practices are taught as well, providing a critical understanding of why things are done in a particular way in professional broadcasting, video and audio productions. Among the skills covered are writing, editing, vocal

and visual performance, pre-production editing and distribution. The best content is broadcast or otherwise distributed through Salt Lake Community College student media channels.

Enrollment Data: While duplicated headcount has fallen, more students have declared a major. However, it appears that fewer students are carrying full time loads. The number of adjunct instructors anticipated was three for 2005-06 and 2006-07, and none for 2007-08. Actually, five, ten, and nine adjuncts, respectively, were needed. The higher than anticipated number results in part from the multiple sections of Digital Media Essentials needed. This course is cross listed with two other disciplines.

Enrollment and Demographic Data			
Students	2005-06	2006-07	2007-08
Actual FTE Enrollment	48	46	54
*Cost Per FTE	\$2,099	\$2,243	N/A
**Student/Faculty Ratio	10	6	6
Actual Headcount	3	11	16
Duplicated Headcount	234	206	167
Female	0	4	6
Male	3	7	10
Tuition to Program	\$2,312	\$2,403	\$2,534

* Cost per FTE is for the entire Division. ** Student faculty ratio reflects 9, 9 + 8 sections per year respectively that were cross listed with two other disciplines.

Employment Information: SLCC is working on a more systematic way of tracking this information. Graduates of the program are currently in the following positions: radio DJ, on-air reporter, newspaper writer, and newspaper copy editor.

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

March 18, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: USHE – Proposed Fee Increases for 2009-2010

Issue

USHE officials seek Regent approval of the general student fee schedules for 2009-10.

Background

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

As a general rule of thumb, the Regents have allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. Institutions with proposed fee increases exceeding the first-tier increase must justify and provide evidence of student support for the increase. The proposed first-tier increase for 2009-10 will be 1 percent.

As a result of the low first-tier tuition increase, the proposed general fee increases from each of the colleges and universities exceed the first-tier tuition increase. Therefore, letters from the student body leaders at the institutions have been included in the attachments.

The Commissioner's staff has prepared six attachments that summarize the information.

- Attachment 1 shows a summary of the proposed 2009-10 annual fee rates for a full-time student (a student taking 15 credit hours per semester for two semesters).
- Attachment 2 outlines the General Student Fees summary for each institution for 2008-09 and the proposed fee schedules for 2009-10. In addition attachment 2 provides the per-credit-hour fee schedule for one semester at the USHE institutions. Beginning in the upcoming year, UCAT no longer has mandated campus-wide fees.

- Attachment 3 shows a summary of the proposed changes for two semesters at the 15 credit-hour level for the USHE institutions.
- Attachment 4 shows a 10-year history of fee increases for the traditional nine USHE institutions.
- Attachment 5 includes letters from the student body organizations at each of the colleges and universities.

Commissioner's Recommendation

The Commissioner recommends approval of the fee schedules included in the attachments.

William A. Sederburg
Commissioner for Higher Education

WAS/GLS/PCM
Attachments

UTAH SYSTEM OF HIGHER EDUCATION

2009-10 UNDERGRADUATE STUDENT FEES

Annual Fee Rate for a Full-Time Student (Fifteen Credit Hours for 2 Consecutive Semesters)

	UU	USU	WSU	SUU	Snow	Dixie	CEU	UVU	SLCC
Fees									
Student Activity/ Support Fees	\$106.48	\$168.26	\$253.18	\$123.00	\$63.90	\$121.28	\$157.70	\$120.68	\$120.50
Building Bond Fees	0.00	127.60	210.50	218.00	58.30	111.80	76.00	144.68	122.00
Building Support Fees	220.88	17.50	64.44	0.00	176.30	44.66	0.00	67.48	58.00
Athletic Fees	122.44	116.44	113.26	104.00	42.00	118.56	20.00	187.52	60.00
Health Fees	40.44	73.86	56.82	30.00	9.60	1.50	39.50	21.20	23.50
Technology Fees	224.00	126.66	24.76	64.00	31.90	104.90	38.50	28.68	20.00
Other Fees	75.36	24.30	6.66	0.00	8.00	2.50	68.30	13.76	10.00
Total Fees	\$789.60	\$654.62	\$729.62	\$539.00	\$390.00	\$505.20	\$400.00	\$584.00	\$414.00

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have a different distribution of the same total fee amount.

Utah System of Higher Education**March 2009***Summary of General Student Fees 2009-10 vs. 2008-09 vs (for a Full-time Student 2 semesters - 15 credit hours each)***University of Utah: Undergraduate Fees**

Fee Category	Fee Description	2008-09 Fees	2009-10 Fees	Annual Change	% Change
Student Activity/ Support Fees	ASUU	\$45.04	\$45.04	\$0.00	0.00%
	Collegiate Readership Program	5.00	5.00	\$0.00	0.00%
	Fine Arts	5.20	5.36	\$0.16	3.08%
	Publications	9.32	12.00	\$2.68	28.76%
	Recreation	32.12	33.08	\$0.96	2.99%
	Study Abroad	6.00	6.00	\$0.00	0.00%
Building Support Fees	Building	186.88	193.88	\$7.00	3.75%
	Utilities (Formerly Fuel and Power)	27.00	27.00	\$0.00	0.00%
Athletic Fees	Athletics	116.84	122.44	\$5.60	4.79%
Health Fees	Health	39.28	40.44	\$1.16	2.95%
Technology	Computer Fee	220.80	224.00	\$3.20	1.45%
Other	Transportation	55.40	57.36	\$1.96	3.54%
	Library	10.00	13.00	\$3.00	30.00%
	Sustainability		5.00	\$5.00	n/a
Total Fees		\$758.88	\$789.60	\$30.72	4.05%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2009-10 per Semester***University of Utah: Undergraduate Fees**

Credit Hours	\$ Amount
1	\$234.08
2	245.56
3	257.04
4	268.52
5	280.00
6	291.48
7	302.96
8	314.44
9	325.92
10	337.40
11	348.88
12	360.36
13	371.84
14	383.32
15	394.80
16	399.72
17	404.64
18	409.56
19	414.48
20	419.40
21	424.32
22	429.24
23	434.16
24	439.08
25	444.00

Note: The increase in the Publications Fee and the initiation of the Sustainability Fee were approved conditionally by the University's Board of Trustees. The Trustees request that the Board of Regents approve the R-2 2009-10 fee schedule in its entirety but give the Trustees the authority to rescind the Publication's Fee increase and the Sustainability Fee initiation at the Trustees April 14, 2009, meeting if the Trustees deem it appropriate to do so. Certain student government legislative matters and other budgetary matters were incomplete when the Trustees examined fee proposals on March 10, 2009. There is good reason to believe that these matters will be resolved by April 14 but the Trustees wish to keep their options open.

Utah System of Higher Education**March 2009***Summary of General Student Fees 2009-10 vs. 2008-09 vs (for a Full-time Student 2 semesters - 15 credit hours each)*

Utah State University					
Fee Category	Fee Description	2008-09 Fees	2009-10 Fees	Annual Change	% Change
Student Activity/ Support Fees	Activity	\$61.06	\$61.06	\$0.00	0.00%
	Campus Recreation	45.36	45.36	\$0.00	0.00%
	Library	33.66	45.66	\$12.00	35.65%
	Music & Theater	11.68	13.68	\$2.00	17.12%
	Blue Bikes	0.00	2.50	\$2.50	n/a
Building Bond Fees	Building	127.60	127.60	\$0.00	0.00%
Building Support Fees	Building	12.50	17.50	\$5.00	40.00%
Athletic Fees	Athletics	116.44	116.44	\$0.00	0.00%
Health Fees	Health Services	73.86	73.86	\$0.00	0.00%
Technology Fees	Computer Labs	120.66	126.66	\$6.00	4.97%
Other Fees	Aggie Shuttle	24.30	24.30	\$0.00	0.00%
Total Fees		\$627.12	\$654.62	\$27.50	4.39%

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have a different distribution of the same total fee amount.

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2009-10 per Semester*

Utah State University Fees	
Credit Hours	\$ Amount
1	\$214.51
2	223.91
3	233.31
4	242.71
5	252.11
6	261.51
7	270.91
8	280.31
9	289.71
10	299.11
11	308.51
12	317.91
13	327.31
14	327.31
15	327.31
16	327.31
17	327.31
18	327.31
19	336.71
20	346.11
21	355.51
22	364.91
23	374.31
24	383.71
25	393.11

Utah System of Higher Education**March 2009***Summary of General Student Fees 2009-10 vs. 2008-09 vs (for a Full-time Student 2 semesters - 15 credit hours each)***Weber State University: Fees**

Fee Category	Fee Description	2008-09 Fees	2009-10 Fees	Annual Change	% Change
Student Activity/ Support Fees	Activity	\$189.94	\$196.68	\$6.74	3.55%
	Transcript	5.00	5.00	0.00	0.00%
	Recreation	49.98	51.50	1.52	3.04%
Building Bond Fees	Building	206.04	210.50	4.46	2.16%
Building Support Fees	Union Building	58.70	64.44	5.74	9.78%
Athletic Fees	Athletic	110.54	113.26	2.72	2.46%
Health Fees	Medical	53.56	56.82	3.26	6.09%
Technology Fees	Student Computer Labs	24.50	24.76	0.26	1.06%
Other Fees	Transportation	3.30	6.66	3.36	101.82%
Total Fees		\$701.56	\$729.62	28.06	4.00%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2009-10 per Semester***Weber State University Fees**

<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$93.31
2	120.46
3	147.61
4	174.76
5	201.91
6	229.06
7	256.21
8	283.36
9	310.51
10	337.66
11	364.81
12	364.81
13	364.81
14	364.81
15	364.81
16	364.81
17	364.81
20	364.81
19	364.81
20	364.81
21	364.81
22	364.81
23	364.81
24	364.81
25	364.81

March 2009

Utah System of Higher Education*Summary of General Student Fees 2009-10 vs. 2008-09 vs (for a Full-time Student 2 semesters - 15 credit hours each)***Southern Utah University: Fees**

Fee Category	Fee Description	2008-09 Fees	2009-10 Fees	Annual Change	% Change
Student Activity/ Support Fees	Student Activity	\$95.50	\$97.50	\$2.00	2.09%
	Student Union	15.50	15.50	0.00	0.00%
	Service Learning	4.00	7.00	3.00	75.00%
	ID Card	3.00	3.00	0.00	0.00%
Building Bond Fees	Building	218.00	218.00	0.00	0.00%
Athletic Fees	Athletics	96.00	104.00	8.00	8.33%
Health Fees	Health Services	30.00	30.00	0.00	0.00%
Technology Fees	Computer	64.00	64.00	0.00	0.00%
Total Fees		\$526.00	\$539.00	\$13.00	2.47%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2009-10 per Semester***Southern Utah University Fees**

<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$37.75
2	63.50
3	89.25
4	115.00
5	140.75
6	166.50
7	192.25
8	218.00
9	243.75
10	269.50
11	269.50
12	269.50
13	269.50
14	269.50
15	269.50
16	269.50
17	269.50
18	269.50
19	269.50
20	269.50
21	269.50
22	269.50
23	269.50
24	269.50
25	269.50

Utah System of Higher Education**March 2009***Summary of General Student Fees 2009-10 vs. 2008-09 vs (for a Full-time Student 2 semesters - 15 credit hours each)***Snow College: Fees**

Fee Category	Fee Description	2008-09 Fees	2009-10 Fees	Annual Change	% Change
Student Activity/ Support Fees	Activity	\$27.00	\$37.00	\$10.00	37.04%
	Activity Center	58.30	58.30	0.00	0.00%
	Intramurals	12.00	12.00	0.00	0.00%
	Music	6.00	6.00	0.00	0.00%
	Theater	8.90	8.90	0.00	0.00%
Building Support Fees	Building	176.30	176.30	0.00	0.00%
Athletic Fees	Athletics	42.00	42.00	0.00	0.00%
Health Fees	Insurance	9.60	9.60	0.00	0.00%
Technology Fees	Computer	31.90	31.90	0.00	0.00%
Other Fees	Communication	8.00	8.00	0.00	0.00%
Total Fees		\$380.00	\$390.00	\$10.00	2.63%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2009-10 per Semester***Snow College Fees**

<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$19.00
2	38.00
3	57.00
4	76.00
5	100.00
6	119.00
7	138.00
8	157.00
9	176.00
10	195.00
11	195.00
12	195.00
13	195.00
14	195.00
15	195.00
16	195.00
17	195.00
18	195.00
19	195.00
20	195.00
21	195.00
22	195.00
23	195.00
24	195.00
25	195.00

Utah System of Higher Education**March 2009***Summary of General Student Fees 2009-10 vs. 2008-09 vs (for a Full-time Student 2 semesters - 15 credit hours each)***Dixie State College: Fees**

Fee Category	Fee Description	2008-09 Fees	2009-10 Fees	Annual Change	% Change
Student Activity/ Support Fees	Associated Students	\$61.76	\$76.16	\$14.40	23.32%
	Associated Students Director Salary	13.50	13.50	\$0.00	0.00%
	Dixie Sun	2.00	0.00	(\$2.00)	n/a
	Student ID Card	2.00	2.00	\$0.00	0.00%
	Radio Stations	0.50	0.00	(\$0.50)	n/a
	Intramurals	8.62	8.62	\$0.00	0.00%
	Tutoring	1.50	1.50	\$0.00	0.00%
	Student Media Center	0.00	5.50	\$5.50	n/a
	Student Initiative Rec Services	10.00	14.00	\$4.00	40.00%
Building Bond Fees	Gardner Center Bond	111.80	111.80	\$0.00	0.00%
Building Support Fees	Student Center Operations	31.06	35.66	\$4.60	14.81%
	Unexpended Plant	9.00	9.00	\$0.00	0.00%
Athletic Fees	Athletic Fee	82.00	102.00	\$20.00	24.39%
	Womens Athletics	16.56	16.56	\$0.00	0.00%
Health Fees	Student Health Services	1.50	1.50	\$0.00	0.00%
Technology Fees	Instructional Computers	24.90	34.90	\$10.00	40.16%
	Banner Conversion	70.00	70.00	\$0.00	0.00%
Other Fees	Alumni	2.50	2.50	0.00	0.00%
	Three or After Program	2.00	0.00	(2.00)	n/a
Total Fees		\$451.20	\$505.20	\$54.00	11.97%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2009-10 per Semester***Dixie State College Fees**

<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$10.00
2	10.00
3	10.00
4	118.20
5	140.60
6	163.00
7	185.40
8	207.80
9	230.20
10	252.60
11	252.60
12	252.60
20	252.60
14	252.60
15	252.60
16	252.60
17	252.60
18	252.60
19	252.60
20	252.60
21	252.60
22	252.60
23	252.60
24	252.60
25	252.60

Utah System of Higher Education**March 2009***Summary of General Student Fees 2009-10 vs. 2008-09 vs (for a Full-time Student 2 semesters - 15 credit hours each)***College of Eastern Utah: Fees**

Fee Category	Fee Description	2008-09 Fees	2009-10 Fees	Annual Change	% Change
Student Activity/ Support Fees	ASCEU Leadership	\$80.00	\$80.00	\$0.00	0.00%
	Student Center Operations	12.00	30.40	18.40	153.33%
	Newspaper	8.80	8.80	0.00	0.00%
	Intramurals	12.00	12.00	0.00	0.00%
	Activity Card	2.00	2.00	0.00	0.00%
	Athletic Center	4.00	4.00	0.00	0.00%
	Radio	4.00	4.00	0.00	0.00%
	Sun Center	2.50	2.50	0.00	0.00%
	Super Activity	7.00	7.00	0.00	0.00%
	Student Orientation	7.00	7.00	0.00	0.00%
Building Support Fees	Student Center	76.00	76.00	0.00	0.00%
Athletic Fees	Athletics	20.00	20.00	0.00	0.00%
Health Fees	Health & Wellness Center	33.00	33.00	0.00	0.00%
	Counseling Center	6.50	6.50	0.00	0.00%
Technology Fees	Computers	38.50	38.50	0.00	0.00%
Other Fees	Alumni	1.80	1.80	0.00	0.00%
	Museum	2.00	2.00	0.00	0.00%
	Campus Police	10.40	10.40	0.00	0.00%
	Recognition	4.10	4.10	0.00	0.00%
	Legacy Fund	10.00	10.00	0.00	0.00%
	Student Recruitment Initiative		40.00	40.00	n/a
Total Fees		\$341.60	\$400.00	\$58.40	17.10%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2009-10 per Semester***College of Eastern Utah Fees**

Credit Hours	\$ Amount
1	\$0.00
2	0.00
3	0.00
4	80.00
5	100.00
6	120.00
7	140.00
8	160.00
9	180.00
10	200.00
11	200.00
20	200.00
13	200.00
14	200.00
15	200.00
16	200.00
17	200.00
18	200.00
19	200.00
20	200.00
21	200.00
22	200.00
23	200.00
24	200.00
25	200.00

March 2009

Utah System of Higher Education*Summary of General Student Fees 2009-10 vs. 2008-09 vs (for a Full-time Student 2 semesters - 15 credit hours each)***Utah Valley University: Fees**

Fee Category	Fee Description	2008-09 Fees	2009-10 Fees	Annual Change	% Change
Student Activity/ Support Fees	Student Life	\$113.78	\$113.96	\$0.18	0.16%
	Issue Room	3.64	3.64	0.00	0.00%
	One Card System	3.36	3.08	(0.28)	-8.33%
Building Bond Fees	Building Bond	142.24	144.68	2.44	1.72%
Building Support Fees	Student Center Operations	67.48	67.48	0.00	0.00%
Athletic Fees	Athletics	165.52	187.52	22.00	13.29%
Health Fees	Insurance	4.00	1.00	(3.00)	-75.00%
	Wellness Center	23.04	20.20	(2.84)	-12.33%
Technology Fees	Center for Student Computing	27.18	28.68	1.50	5.52%
Other Fees	UTA Edu-Pass	13.76	13.76	0.00	0.00%
Total Fees		\$564.00	\$584.00	\$20.00	3.55%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2009-10 per Semester***Utah Valley University**

<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$52.00
2	92.00
3	132.00
4	172.00
5	212.00
6	252.00
7	292.00
8	292.00
9	292.00
10	292.00
11	292.00
12	292.00
13	292.00
14	292.00
15	292.00
16	292.00
17	292.00
18	292.00
19	292.00
20	292.00
21	292.00
22	292.00
23	292.00
24	292.00
25	292.00

Utah System of Higher Education**March 2009***Summary of General Student Fees 2009-10 vs. 2008-09 vs (for a Full-time Student 2 semesters - 15 credit hours each)***Salt Lake Community College: Undergraduate Fees**

Fee Category	Fee Description	2008-09 Fees	2009-10 Fees	Annual Change	% Change
Student Activity/ Support Fees	Activity Fee	\$45.00	\$53.50	\$8.50	18.89%
	Student Service Center	31.00	33.50	\$2.50	8.06%
	ID Cards	13.00	14.50	\$1.50	11.54%
	Rec/Intramural	1.50	0.00	(\$1.50)	-100.00%
	Theatre/Music/Fine Arts	8.00	9.00	\$1.00	12.50%
	Publication Media Council	2.00	2.00	\$0.00	0.00%
	Community Service	4.00	4.00	\$0.00	0.00%
	Child Care Initiative	4.00	4.00	\$0.00	0.00%
Building Bond Fees	Building Bond Fees	111.00	122.00	\$11.00	9.91%
Building Support Fees	Building	58.50	58.00	(\$0.50)	-0.85%
Athletic Fees	Athletics	47.50	60.00	\$12.50	26.32%
Health Fees	Health Insurance/Wellness Center	20.00	23.50	\$3.50	17.50%
Technology Fees	Technology Fee	18.00	20.00	\$2.00	11.11%
Other Fees	Transportation Fee	10.00	10.00	\$0.00	0.00%
Total Fees		\$373.50	\$414.00	\$40.50	10.84%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2009-10 per Semester***Salt Lake Community College Fees**

Credit Hours	\$ Amount
1	\$54.00
2	71.00
3	88.00
4	105.00
5	122.00
6	139.00
7	156.00
8	173.00
9	190.00
10	207.00
11	207.00
12	207.00
13	207.00
14	207.00
15	207.00
16	207.00
17	207.00
18	207.00
20	207.00
20	207.00
21	207.00
22	207.00
23	207.00
24	207.00
25	207.00

Utah System of Higher Education**Summary of General Student Fees 2009-10 vs. 2008-09 vs (for a Full-time Student 2 semesters - 15 credit hours each)**

Utah College of Applied Technology General Fees		
Fee Title and Description	2008-09 Fees	2009-10 Fees
1. Open Program Registration Fee All campuses must charge this fee to all students, with the exception of: (1) High School Students (2) Students only enrolled in a course of 150 hours or less Basic Skills Assessment for math and reading are to be included in this fee Other assessment tests are not included and additional charges may be necessary Campuses should handle any requests for refunds of this fee through the regular appeals process	\$40	\$0
2. Open Program Re-enrollment Fee This fee applies only to students who withdraw and re-enroll for courses within a 12 month time frame Does not apply to High School Students Does not apply to Students only enrolled in a course of 150 hours or less	\$20	\$0
3. Schedule Change Fee This fee is assessed for any student initiated schedule changes if the option exists at the campus This fee may be waived two times per month for each student		Campus Specific
4. Transcript Fees The first Official Transcript is free, the fee applies to each subsequent official transcript thereafter. This fee applies only to Official Transcripts only.		Campus Specific
5. Graduation Fees Programmatic Fees These fees are determined by the campus High School Students are subject to these fees		Campus Specific Campus Specific
7. Use Fees These fees are determined by the campus for parking, transportation or other use fees determined by the campus		Campus Specific
8. High School Student Fees These fees are determined by the campus Fees for high cost programs and/or materials consumption as determined through negotiations with local districts		Campus Specific
9. Potential Future Fees Library Fees Technology Fees		\$0

UTAH SYSTEM OF HIGHER EDUCATION

March 2009

Summary of Recommended 2009-10 Undergraduate Fee Changes ⁽¹⁾

Fifteen Credit Hour Load for 2 Semesters

Institution and Fee Type	Increase from 2008-09	
	Dollars	Percent
University of Utah		
<i>Student Activity/ Support Fees</i>		
Fine Arts	\$0.16	3.08%
Publications	\$2.68	28.76%
Recreation	\$0.96	2.99%
<i>Building Support Fees</i>		
Building	\$7.00	3.75%
<i>Athletic Fees</i>		
Athletics	\$5.60	4.79%
<i>Health Fees</i>		
Health	\$1.16	2.95%
<i>Technology Fees</i>		
Computer Fee	\$3.20	1.45%
<i>Other Fees</i>		
Transportation	\$1.96	3.54%
Sustainability	\$5.00	n/a
Library	\$3.00	30.00%
Total Increase	\$30.72	4.05%

Utah State University

<i>Student Activity/ Support Fees</i>		
Library	\$12.00	35.65%
Music & Theater	\$2.00	17.12%
Blue Bikes	\$2.50	n/a
<i>Building Support Fees</i>		
Building	\$5.00	40.00%
<i>Technology Fees</i>		
Computer Labs	\$6.00	4.97%
Total Increase	\$27.50	4.39%

Weber State University

<i>Student Activity/ Support Fees</i>		
Activity	\$6.74	3.6%
Recreation	\$1.52	3.0%
<i>Building Bond Fees</i>		
Building	\$4.46	2.2%
<i>Building Support Fees</i>		
Union Building	\$5.74	9.78%
<i>Athletic Fees</i>		
Athletic	\$2.72	2.46%
<i>Health Fees</i>		
Medical	\$3.26	\$6.09
<i>Technology Fees</i>		
Student Computer Labs	\$0.26	\$1.06
<i>Other Fees</i>		
Transportation	\$3.36	\$101.82
Total Increase	\$28.06	4.00%

Southern Utah University

<i>Student Activity/ Support Fees</i>		
Activity	\$2.00	2.1%
Service Learning	\$3.00	75.0%
<i>Athletic Fees</i>		
Athletic	\$8.00	8.33%
Total Increase	\$13.00	2.47%

Institution and Fee Type	Increase from 2008-09	
	Dollars	Percent
Snow College		
<i>Student Activity/ Support Fees</i>		
Activity	\$10.00	37.0%
Total Increase	\$10.00	2.63%

Dixie State College

<i>Student Activity/ Support Fees</i>		
Associated Students	\$14.40	23.32%
Dixie Sun	(\$2.00)	n/a
Radio Stations	(\$0.50)	n/a
Student Media Center	\$5.50	n/a
Student Initiative Rec Services	\$4.00	40.00%
<i>Building Support Fees</i>		
Student Center Operations	\$4.60	14.81%
<i>Athletic Fees</i>		
Athletic Fee	\$20.00	24.39%
<i>Technology Fees</i>		
Instructional Computers	\$10.00	40.16%
<i>Other Fees</i>		
Three or After Program	(\$2.00)	n/a
Total Increase	\$54.00	11.97%

College of Eastern Utah

<i>Student Activity/ Support Fees</i>		
Student Center Operations	\$18.40	153.3%
<i>Other Fees</i>		
Student Recruitment Initiative	\$40.00	n/a
Total Increase	\$58.40	17.10%

Utah Valley State College

<i>Student Activity/ Support Fees</i>		
Student Life	\$0.18	16.00%
One Card System	(\$0.28)	-8.33%
<i>Building Bond Fees</i>		
Building Bond	\$2.44	1.72%
<i>Athletic Fees</i>		
Athletics	\$22.00	13.29%
<i>Health Fees</i>		
Insurance	(\$3.00)	-75.00%
Wellness Center	(\$2.84)	-12.33%
<i>Technology Fees</i>		
Center for Student Computing	\$1.50	5.52%
Total Increase	\$20.00	3.55%

Salt Lake Community College

<i>Student Activity/ Support Fees</i>		
Activity Fee	\$8.50	18.9%
Student Service Center	\$2.50	8.1%
ID Cards	\$1.50	11.5%
Rec/Intramural	(\$1.50)	n/a
Theatre/Music/Fine Arts	\$1.00	12.5%
<i>Building Bond Fees</i>		
Building Bond	\$11.00	9.91%
<i>Building Support Fees</i>		
Building	(\$0.50)	-85.0%
<i>Athletic Fees</i>		
Athletics	\$12.50	26.32%
<i>Health Fees</i>		
Health Insurance/Wellness Center	\$3.50	17.50%
<i>Technology Fees</i>		
Technology Fee	\$2.00	11.11%
Total Increase	\$40.50	10.84%

March 2009

UTAH SYSTEM OF HIGHER EDUCATION

HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

2000-01 through 2009-10 Proposed

Fifteen Credit Hour Load -- 2 Semesters

Ten Year History and Proposed 2009-10 Amounts by Institution

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
U of U	\$525.70	\$540.24	\$582.20	\$588.20	\$636.40	\$669.40	\$690.60	\$717.26	\$758.88	\$789.60
USU	456.00	467.50	510.00	526.00	523.50	544.00	571.00	585.00	627.12	654.62
WSU	448.00	466.00	480.00	502.00	532.00	591.80	639.40	674.58	701.56	729.62
SUU	454.00	462.00	462.00	462.00	466.00	524.00	504.50	522.00	526.00	539.00
Snow	270.00	270.00	270.00	300.00	300.00	360.00	380.00	380.00	380.00	390.00
DSC	291.60	291.60	291.60	361.60	361.60	382.00	392.00	436.00	451.20	505.20
CEU	328.00	328.00	334.00	334.00	356.20	368.65	341.60	341.60	341.60	400.00
UVSC	320.00	340.00	354.00	378.00	416.00	442.00	496.00	528.00	564.00	584.00
SLCC	274.00	326.00	326.00	338.00	342.00	344.00	357.50	366.50	373.50	414.00
USHE ⁽¹⁾	\$374.14	\$387.93	\$401.09	\$421.09	\$437.08	\$469.54	\$485.84	\$505.66	\$523.30	\$556.23

Ten Year History and Proposed 2009-10 Percent Change from Prior Year by Institution

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
U of U	2.68%	2.77%	7.77%	1.03%	8.19%	5.19%	3.17%	3.86%	5.80%	4.05%
USU	2.93%	2.52%	9.09%	3.14%	(0.48%)	3.92%	4.96%	2.45%	7.20%	4.39%
WSU ⁽²⁾	2.75%	4.02%	3.00%	4.58%	5.98%	11.24%	8.04%	5.50%	4.00%	4.00%
SUU	2.95%	1.76%	0.00%	0.00%	0.87%	12.45%	(3.72%)	3.47%	0.77%	2.47%
Snow	0.00%	0.00%	0.00%	11.11%	0.00%	20.00%	5.56%	0.00%	0.00%	2.63%
DSC	0.01%	0.00%	0.00%	24.01%	0.00%	5.64%	2.62%	11.22%	3.49%	11.97%
CEU	0.00%	0.00%	1.83%	0.00%	6.65%	3.50%	(7.34%)	0.00%	(0.00%)	17.10%
UVSC	0.63%	6.25%	4.12%	6.78%	10.05%	6.25%	12.22%	6.45%	6.82%	3.55%
SLCC	0.74%	18.98%	0.00%	3.68%	1.18%	0.58%	3.92%	2.52%	1.91%	10.84%
USHE ⁽¹⁾	1.68%	3.69%	3.39%	4.99%	3.80%	7.43%	3.47%	4.08%	3.49%	6.29%

(1) Simple averages.

Jed Pitcher
Chair, Utah State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Chairman Pitcher,

I am writing to you to express my support for the student fee schedule submitted by the University of Utah. The administration has taken great lengths to include myself and the other student government leaders in the process of setting the level of fees for the 2009-2010 academic year. The most visible changes to the fees include the introduction of a new fee, a \$2.50 per semester Sustainability fee, as well as substantial percentage increases in the publications, library, and athletics fees.

The Sustainability fee is the result of a grassroots student initiative to create a more sustainable campus. To gather student support and promote awareness, multiple articles have been written on the initiative in the school newspaper, two information sessions have been held, over 1700 signatures have been collected in support of a larger \$5.00 fee, a survey of 400 students showing a large amount of support has been conducted, and the Student Senate and Assembly, the representatives of the students, have voted overwhelmingly in favor of the new fee.

I have discussed these changes with various representatives of the University and feel that they are a reasonable increase, especially considering the economic circumstances. The overall fee increase is approximately 4.05%, leaving the increase just above the level of inflation. While I never want to increase the burden on students, and no fee should be taken lightly, I believe the changes are appropriate.

Respectfully,

Patrick Reimherr
Student Body President
University of Utah

Friday, January 30, 2009

President Stan Albrecht
Utah State University
UMC 1400

Dear President Albrecht,

The University Student Fee Board (USFB) met to hear proposals from four of the fee receiving areas that are requesting fee increases. Upon review of these requests, the USFB is recommending the following increase adjustments effective for FY 09-10:

<u>Fee Requesting Area</u>	<u>Fee Increase Requested</u>	<u>Fee Increase Recommended by USFB</u>
• Computer	\$3.00/semester	\$3.00/semester
• Library	\$6.00/semester	\$6.00/semester
• Music/Theater	\$3.00/semester	\$1.00/semester
• Taggart Student Center	\$2.50/semester	\$2.50/semester

Total Increase Recommended by USFB \$12.50/semester

This would represent an increase of 4.07% in general student body fees. The USFB recognizes the need to provide appropriate level of services in these fee receiving areas, and also to be sensitive to the rising costs of education.

The USFB recognizes the need for strong accountability by fee administrators. USFB members expressed concern on current over site and accounting practices. It is recommended that responsible fee administrators take a more active role in ensuring that the student fee expenditures are being used for the original and appropriate intent. As a fee board, we express appreciation to these four requesting areas and all other areas that are providing great services to the student body through these general student fees.

It was also voted by the USFB that the charge for a student spouse card remains at the current level of \$40.00 per semester.

Furthermore, at a meeting held on January 20, 2009, the University Student Fee Board approved the following two student fee items move to a student referendum vote:

1. Aggie Blue Bikes: requesting \$1.25 new fee will move forward to the general election to be held in accordance with ASUSU elections on March, 4, 2009.
2. Athletics: requesting a \$65.00 increase will move forward to a special election that will be held between March 17- 24, 2009.

The USFB appreciates the opportunity of receiving and providing input regarding the use of student fees. Thank you for your consideration of the above recommendations. If you have questions, please contact me at extension 1720. I look forward to your reply on these recommendations.

Sincerely,

Steven Russell
ASUSU Student Advocate Vice President & Chair of the USFB

cc: Gary A. Chambers, Vice President for Student Services
Tiffany M. Evans, Executive Secretary University Student Fee Board



WEBER STATE
UNIVERSITY

VICE PRESIDENT
FOR STUDENT AFFAIRS

March 6, 2008

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

Dear Mr. Buhler:

In compliance with Regent Policy, I am writing to express my support for Weber State University's proposed 4% fee increase for 2008-2009.

As is the case every year, students at Weber State University play a key role in determining the amount and uses of our student fees. This year was no different, I can say with confidence our students support these increases.

Best Wishes,

A handwritten signature in black ink, appearing to read 'Jacob Beus'.

Jacob Beus
WSUSA President

cc: President F. Ann Millner
Jan Winniford, VP of Student Affairs



TO: Board of Regents
FROM: Jon McNaughtan
SUU Student Association President
DATE: March 9, 2009
RE: Increase in Student Fees for AY 2009 -2010

The Southern Utah University Student Fee Review Committee, which I co-chair with Donna Eddleman, Vice President for Student Services, reviewed each requested student fee modification and subsequently recommended the following increases to the University President's Council:

Athletics

INCREASE: \$ 4.00/student/semester

SEMESTER TOTAL: \$52.00/semester

This fee increase will fund a full-time Academic Coordinator.

Outdoor Recreation

INCREASE: \$ 1.00/student/semester

\$ 5.00/semester

This fee increase will help support the costs associated with the addition of the climbing wall and the ropes course. It will also support the required minimum wage increase.

Service Learning

INCREASE: \$ 1.50/student/semester

NEW TOTAL: \$ 3.50/semester

This fee increase will fund additional service programs and student employee wages.

The Student Fee Committee was composed of students from across campus and represented a variety of student constituent groups. Their presence on the committee provides me with assurance that the student voice was heard and that the proposed increases are supported by the SUU student body.

The proposed increases recommended for approval by the Committee were unanimously supported by the President's Council; therefore, for academic year 2009 – 2010 SUU student fees will total \$269.50 per semester.

Thanks,

Jon McNaughtan



March 12, 2009

President Scott L. Wyatt
Snow College

Dear President Wyatt:

Representing the Students of Snow College, we the Student Body Officers do hereby approve of a ten dollar (\$10) increase to student fees at five dollars per semester for the purpose of providing leadership scholarships beginning the school year FY09-10.

Sincerely,

Dan Anderson
Student Body President

STUDENT LIFE

150 EAST COLLEGE AVENUE • EPHRAIM, UTAH 84627
(435) 283-7121 • www.snow.edu • SnowCollege@snow.edu • Fax (435) 283-7119

Student Fee Allocation Committee Overview:

Committee met several times November – January

Student Members: Brock Bybee – Chair
Dewey Denning – ASDSC Academic VP
Lauren Jones – Service VP
DJ Schmutz – Inter Club Council VP
Chris Kent – Student at Large
Liz – Student at Large

Final decision was voted and approved January 21, 2009

The committees recommended fee increase is less than 8% of the current fee amount

<u>Presentation by:</u>	<u>Dept:</u>	<u>Requested:</u>	<u>Approved:</u>
Christian Hildebrandt	Campus Recreation	\$2.00	\$2.00
Phillip Tuckett	Communications	\$1.00	\$0.50
Mary Stubbs	Instructional Comp.	\$25.00	\$5.00
(** Recommend a \$10 course fee be added to the CIS 1200 class during the enrolled semester)			
Tommy Cummings	ASDSC	\$15.00	\$9.50
(** Increase to be used for enhanced student funding options, and re-structuring)			
Dexter Irvin	Athletics	\$0.00	\$0.00
Kalynn Larsen	Alumni	\$0.00	\$0.00
		TOTAL:	\$17.00

NOTES:

1. Tutoring Center, and Athletic Increases –



10 March 2009

Mike King, President

College of Eastern Utah

451 East 400 North

Price, UT 84501

Dear President King,

The CEUSA Executive Council from the College of Eastern Utah – San Juan Campus attended the Truth in Tuition hearing and has reviewed and approved the 9% tuition increase for the 2009-2010 school year.

Additionally, the council reviewed and approved the Student Fee increase totaling \$29.20 to be used for the following:

1. \$7.30 increase for computers and technology for the outlying sites
2. \$7.30 increase for marketing and recruitment efforts
3. \$14.60 increase to support the salary of the Student Life Coordinator.

Sincerely,

Kayla Haley, President

Janelle Nez, Vice President Activities

Keshia Jim, Vice President Finance



639 WEST 100 SOUTH
BLANDING, UTAH 84511

435.678.2201
FAX 435.678.2220
1.800.395.2969
sjc.ceu.edu

Monticello Center
248 South 100 East
Monticello, UT 84535
435.587.3316

Montezuma Creek Center
P.O. Box 770
Montezuma Creek, UT 84534
435.651.3106

Monument Valley Center
P.O. Box 360016
Monument Valley, UT 84536
435.727.3294

COLLEGE OF
Eastern Utah

10 March 2009

TO COLLEGE OF EASTERN UTAH PRESIDENT MIKE KING & ADMINISTRATION

Tuition & Student Fee Allocation Proposal / Draft – 2009-2010

The CEUSA Executive Board, understands and approves of the 9% tuition increase for 2009-2010 year.


Concerning the student fee allocation, the CEUSA Executive Board understands and approves of the Student Center Fee increase of \$9.20, being put toward the College Center Fund for 2009-2010 year.

Concerning the proposed Recruitment Initiative Fee increase of \$20.00 for the 2009-2010 year, the CEUSA Executive Board approves this increase with the understanding that:

1. This account will be allocated to a designated department or position held accountable for the funds.
2. The Recruitment Initiative Fee will be distributed into 3 sub divisions mentioned at Truth and Tuition: marketing, recruitment, and Scholarships. Thus insuring transparency in the use of student fees to fund these areas.

These conditions give and show exactly where the money is going. This makes it more congruent with the other fees shown on the Student Fees allocation list. By doing this, students will then know where their money is going.

Sincerely,


Andrew Hardman, CEUSA Student Body President


Amy Lofley, CEUSA Vice President of Student Services


David Cox, CEUSA Vice President of Activities



UTAH VALLEY UNIVERSITY

STUDENT LEADERSHIP & ACTIVITIES

TO: Board of Regents

FROM: Joseph Watkins, UVUSA Student Body President 2008-09

DATE: March 13, 2009

SUBJECT: 2009-10 General Student Fee Increase

At the beginning of Spring 2009 semester, UVUSA began the annual review of student fees and allocations. This process is vitally important and is one of the most critical activities of the student council. After reviewing accountability reports for each fee area and reviewing several fee change requests, UVUSA recommends the attached fee schedule for 2009-10.

These changes have been reviewed and approved by UVU's President's Council and will be presented to UVU's Board of Trustees on March 19.

Please let me know if you need any additional information or have any questions.

A handwritten signature in blue ink that reads 'Joseph Watkins'. The signature is written in a cursive, flowing style.

UTAH VALLEY UNIVERSITY
2009-10 STUDENT FEES
(Per Semester, 15-credit hour level)

Fee Type	2008-09 Rate	2009-10 Increase	2009-10 Rate	Rationale
Student Life	\$56.89	\$0.09	\$56.98	
One Card/ID System	\$1.68	-\$0.14	\$1.54	Reduction in maintenance costs
Issue Room	\$1.82	\$0.00	\$1.82	
UTA Edu-Pass	\$6.88	\$0.00	\$6.88	
Building Bond	\$71.12	\$1.22	\$72.34	Develop reserve for Student Center expansion
Center for Student Computing	\$13.59	\$0.75	\$14.34	Expanded student labs and demand
Athletics	\$82.76	\$11.00	\$93.76	Year 4 of 5 year commitment toward NCAA/Conference
Insurance	\$2.00	-\$1.50	\$0.50	Excess reserves
Wellness Center	\$11.52	-\$1.42	\$10.10	Service restructuring
Student Center Operations	\$33.74	\$0.00	\$33.74	
TOTAL	\$282.00	\$10.00	\$292.00	

MEMO

March 13, 2009

TO: Dr. Cynthia A. Bioteau, President, SLCC
Board of Regents
FR: Andrew R. Nelson, President, SLCC Student Association
RE: 2009-2010 Student Fee Reallocations

This memorandum is to ask for your support of the proposed student fee reallocation. The current fee structure severely disfavors part-time students, who are required to pay proportionally higher fees yet reap fewer benefits than their full-time peers. The Executive Council of the SLCC Student Association has agreed that the way fees are currently distributed is a disservice to part-time students. The changes we propose create a more balanced cost structure and are revenue neutral.

There were 29,751 students taking seven credits and less during the 2008-2009 academic year, roughly 52% of the whole student body. Many one credit hour students are here just to take an elective class such as spinning, weightlifting, Kung Fu, or tennis, or other classes where they are at SLCC for only one to two hours a week. Part-time students usually do not utilize services offered to them, including activities, athletic games, services and more. We think it is asking too much of these students (7 credits and less) to be paying between \$94.50 and \$156. Also these students more often than not have higher financial constraints and less access to scholarship dollars given their part-time status.

After roughly five months of many meetings and deliberation with the Budget Department and others on how to make fees fairer for part-time students we developed a structure that we are extremely pleased with and recommend. The following table illustrates our plan:

Proposed Fee Structure

# of Credits	Current Fee \$10 increments	Proposed Fee \$17 increments	Difference
1	\$94.50	\$54.00	(\$40.50)
2	104.75	71.00	(33.75)
3	115.00	88.00	(27.00)
4	125.25	105.00	(20.25)
5	135.50	122.00	(13.50)
6	145.75	139.00	(6.75)
7	156.00	156.00	0.00
8	166.25	173.00	6.75
9	176.50	190.00	13.50
10+	186.75	207.00	20.25

Keep in mind this proposal is revenue neutral and does not expand the budgets to any department or to the institution.

You may think this proposed re-structuring is a disservice to full-time students, however, the chart below demonstrates that full-time students will still be paying less over a shorter period to earn an Associate's Degree compared to the longer period it takes part-time students to earn an Associate's Degree.

	# of credits per semester	# of semesters to graduate	Cost of Fees
Part Time Student	6	11	\$1,529.00
Full Time Student	12	5.5	\$1,138.50

Total cost of savings for full time students= \$390.50

During this time of fiscal challenges, I understand it may be hard to increase the fee to full-time students, nevertheless, I urge you to endorse this proposal; it would provide relief to over half of the student population at SLCC. Please take into account that the proposal was a decision made by the students with help from the Budget Department on numbers. The proposal to redistribute fees was passed unanimously by the Executive Council of the SLCC Student Association and by the SLCC Student Fee Board. I personally and professionally give my full support to the redistribution of student fees by the proposed method. Please feel free to contact me with any questions pertaining to this issue.

Sincerely,



Andrew R. Nelson
SLCC Student Association President

Utah System of Higher Education

Student Support Letters for 2009-10 General Fee Increases Greater than 1.0%

	Fee Increase
University of Utah	4.05%
Utah State University	4.39%
Weber State University	4.00%
Southern Utah University	2.47%
Snow College	2.63%
Dixie State College	11.97%
College of Eastern Utah	17.10%
Utah Valley University	3.55%
Salt Lake Community College	10.84%

March 18, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

History

Utah State University has taken the first five steps required under Regent policy R590 to issue revenue bonds: (3.3.1) obtained approval of concept; (3.3.2) obtained approval to seek legislative authority, (3.3.3) requested legislative authority to issue the revenue bonds, (3.3.4) obtained approval to seek revenue bond financing through the Finance and Facilities Committee, (3.3.5) requested appointment of bond council by the Attorney General for the construction projects listed below.

Issue

In accordance with Utah Code 53B-21 and Regent policy R590 (3.3.6), Utah State University is seeking approval to issue Research Revenue and Refunding Bonds, Series 2009, to finance the construction of the Emma Eccles Jones Early Childhood Education and Research Center and a portion of the cost of constructing the Bingham Entrepreneurship and Energy Research Center—two facility construction projects previously approved by the Board of Regents, the State Building Board and the Legislature which are compatible with and included in the current institutional facilities master plan approved by the Board of Regents previously. In addition, the University also requests approval to refund a portion of its currently outstanding Research and Refunding Revenue Bonds, Series 2002A if sufficient debt service savings can be generated. (See the attached letter of request from the University.)

Attached is the letter of request from the University, a copy of the Preliminary Summary Sheet (as provided by bond counsel), and a copy of the resolution which includes the parameters for principal amounts, terms, discounts and timing (also provided by bond counsel).

Commissioner's Recommendation

The Commissioner recommends that the Regents grant approval for the University to issue Research Revenue and Refinancing Bonds, Series 2009.

WAS/GLS/TC
Attachment

William A. Sederburg
Commissioner of Higher Education



6 March 2009

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:

Utah State University seeks approval to issue Research Revenue and Refunding Bonds, Series 2009, in order to finance the construction of the Emma Eccles Jones Early Childhood Education and Research Center and a portion the cost of constructing the Bingham Entrepreneurship and Energy Research Center. The University also requests approval to refund a portion of its currently outstanding Research and Refunding Revenue Bonds, Series 2002A if sufficient debt service savings can be generated.

On March 16, the University will submit, for approval at the next Board meeting, a resolution authorizing the issuance and sale of up to \$32,000,000 aggregate principal amount of Utah State University Research Revenue and Refunding Bonds of the Board; fixing certain maximum terms for the Bonds, and providing for related matters. Representatives of the institution, the financial advisor, and bond counsel will be present at the March 26-27, 2009 meeting to respond to questions.

This request was endorsed by the Utah State University Board of Trustees on 6 March 2009. The law firm of Ballard Spahr Andrews & Ingersoll is serving as bond counsel.

Sincerely,

David T. Cowley
Senior Associate Vice President for
Business and Finance

Utah State University
Research Revenue and Refunding Bonds, Series 2009 A & B
Preliminary Summary Sheet

Proposed Issue: Research Revenue and Refunding Bonds, Series 2009 A & B

Total Approximate Issue Size: \$30,275,000

Use of Funds: Series A: To finance the construction of an Early Childhood Education and Research Center in Logan and a portion of the cost to construct an Entrepreneurship and Energy Research Center in Vernal.
Series B: To generate debt service savings by refunding portions of the previously issued Series 2002A and 2003 Research Revenue Bonds; satisfy any debt service reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2009 A & B Bonds:

Principal Amount:	Not to exceed \$33,000,000
Interest Rate:	Not to exceed 6.0%
Maturity Date:	Not to exceed 23 years
Aggregate Discount:	Not to exceed 2%
Underwriter's Discount:	Not to exceed 2%
Bond Rating:	AAA (insured)
Underlying Rating:	AA from S&P utilizing the State Moral Obligation
Pledged Revenues:	Research (Indirect Cost Recovery) Revenues
Source of Repayment:	Pledged donations to be received annually

Timetable Considerations: The University is prepared to move forward with the transaction, once authorization is granted by the Board of Regents, with a competitive bond sale tentatively scheduled for April 28, 2009. The underwriter will be the competitive bidder that provides the overall lowest combination of rates and fees for each Series of bonds. The Series 2009 B bonds will only be sold if the savings generated approach or exceed the level of 3% debt service savings.

APPROVING RESOLUTION
UTAH STATE UNIVERSITY
RESEARCH BONDS

St. George, Utah
March 27, 2009

The State Board of Regents of the State of Utah met in regular session at Dixie State College in St. George, Utah on Friday, March 27, 2009, commencing at _____ a.m. The following members were present:

Jed H. Pitcher	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	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
Carol Murphy *	Member
Marlon O. Snow	Member
Teresa L. Theurer	Member
Brent Brown	Member
John H. Zenger	Member

Absent:

Also Present:

William A. Sederburg	Commissioner of Higher Education
Greg Stauffer	Associate Commissioner for Finance and Facilities
Joyce Cottrell, C.P.S.	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 and sale of the State Board of Regents of the State of Utah, Utah State University Research Revenue Bonds, Series 2009A and Research Revenue Refunding Bonds, Series 2009B.

* Non-voting member from State Board of Education.

** Student Regent.

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

YEA:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH STATE UNIVERSITY RESEARCH REVENUE BONDS, SERIES 2009A AND RESEARCH REVENUE REFUNDING BONDS, SERIES 2009B IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$33,000,000; PROVIDING FOR THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; PROVIDING FOR THE RUNNING OF A CONTEST PERIOD; AUTHORIZING THE ADVERTISEMENT FOR SALE OF THE BONDS, THE EXECUTION OF A BOND PURCHASE AGREEMENT AND THE CIRCULATION OF A PRELIMINARY OFFICIAL STATEMENT RELATING THERETO; AUTHORIZING THE EXECUTION OF A FOURTH SUPPLEMENTAL INDENTURE OF TRUST, AN ESCROW DEPOSIT AGREEMENT, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND PROVIDING FOR RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Utah State University (the “University”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended and the specific authorizations of Sections 63B-17-202(2) and 63B-18-102(4), Utah Code Annotated 1953, as amended (collectively, the “Authorizing Act”); and

WHEREAS, in order to provide funds for such purpose, the Board is duly authorized to issue and sell bonds pursuant to provisions of the Authorizing Act and the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (the “Refunding Bond Act” and together with the Authorizing Act, the “Act”); and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University as may be deposited into a special fund; and

WHEREAS, pursuant to a General Indenture of Trust dated August 1, 1995 as heretofore amended and supplemented (the “General Indenture”) between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), the Board, acting for and on behalf of the University, issued State Board of Regents of the State of Utah, Utah State University

Research and Refunding Revenue Bonds, Series 2002A (the “Series 2002A Bonds”) and Research Revenue Bonds, Series 2003 (the “Series 2003 Bonds”); and

WHEREAS, the General Indenture authorizes the issuance of Additional Bonds to be issued on a parity with the Series 2002A Bonds and Series 2003 Bonds; and

WHEREAS, in accordance with the provisions of the Act, the Board is authorized to issue revenue bonds for and on behalf of the University for the purpose of (i) financing all or part of the costs of acquiring, constructing, furnishing and equipping an early childhood education research center (the “Childhood Center”), (ii) financing all or part of the costs of acquiring, constructing, furnishing and equipping a Vernal entrepreneurship and energy research center (the “Vernal Center” and together with the Childhood Center, the “2009 Project”) and (iii) refunding all or a portion of the Series 2002A Bonds and Series 2003 Bonds (the “Refunding”); and

WHEREAS, the Board intends to undertake the Refunding in the event market conditions are favorable; and

WHEREAS, the Board intends to issue revenue bonds for and on behalf of the University for the purpose of financing the 2009 Project and, in the event market conditions are favorable, the Refunding, and to pay costs of issuance and fund reserves, all pursuant to the General Indenture, as further supplemented and amended by a Fourth Supplemental Indenture of Trust (the “Fourth 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, Utah State University Research Revenue Bonds, Series 2009A” and the “State Board of Regents of the State of Utah, Utah State University Research Revenue Refunding Bonds, Series 2008B” (collectively, the “Series 2009 Bonds”) in an aggregate principal amount of not to exceed \$33,000,000, with (i) \$22,000,000 for financing the 2009 Project and (ii) up to an additional \$11,000,000 for financing the Refunding; and

WHEREAS, the Series 2009 Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, the Refunding Bond Act provides for the publication of a Notice of Bonds to be Issued, and the Board desires to publish such notice at this time in compliance with the Refunding Bond Act with respect to the Series 2009 Bonds; and

WHEREAS, there has been presented to the Board at this meeting (i) a form of a Bond Purchase Agreement (the “Bond Purchase Agreement”) for the Series 2009 Bonds, (ii) a form of an Official Notice of Bond Sale (the “Official Notice of Bond Sale”) for the Series 2009 Bonds, (iii) a form of a Preliminary Official Statement relating to the Series 2009 Bonds (the “Preliminary Official Statement”), (iv) a form of an Escrow Deposit Agreement by and between the Board and Wells Fargo Bank, N.A., as escrow agent (the “Escrow Agreement”) and (v) a form of the Fourth Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) 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 interest rates, principal amounts, terms, maturities, redemption provisions and purchase price at which the Series 2009 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 and to determine whether to proceed with the Refunding and whether the Series 2009 Bonds should be sold at a public bid or a negotiated sale.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board and the University directed toward the issuance of the Series 2009 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2009 Bonds. The Chair or Vice Chair of the Board and President and Vice President or Senior Associate Vice President for Business and Finance of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement (the "Official Statement") in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are hereby authorized.

Section 4. The Fourth Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President and Vice President or Senior Associate Vice President for Business and Finance of the University are hereby authorized to execute and deliver the Fourth Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 5. For the purpose of providing funds to be used for (i) the financing of all or part of the 2009 Project, (ii) the financing of the Refunding, (iii) the funding of a deposit to a debt service reserve fund and (iv) paying costs of issuance, the Board hereby authorizes the issuance of the Series 2009 Bonds in the aggregate principal amount of not to exceed the sum of (a) \$22,000,000 for financing the 2009 Project and (b) an additional

\$11,000,000 in the event the Refunding is undertaken. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee of the Board and the President and Vice President or Senior Associate Vice President for Business and Finance of the University are hereby authorized, in consultation with the University's financial advisor, to make a determination (i) as to the benefit of the Refunding and (ii) to include undertaking the Refunding as part of the issuance of the Series 2009 Bonds. The Series 2009 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Schedule A attached hereto and incorporated herein by reference. The issuance of the Series 2009 Bonds shall be subject to the final advice of Bond Counsel, to the approval of the Attorney General of the State of Utah and to the effectiveness of the legislation authorizing bonds for the Vernal Center.

Section 6. The Escrow Agreement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed, for use in the event that the Refunding is undertaken. The Chair or Vice Chair and Secretary of the Board and the President and Vice President or Senior Associate Vice President for Business and Finance of the University are hereby authorized to execute and deliver the Escrow Agreement in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 7. The form, terms and provisions of the Series 2009 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the Fourth Supplemental Indenture. The Chair or Vice Chair and the Secretary of the Board and the President and Vice President or Senior Associate Vice President for Business and Finance of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2009 Bonds and to deliver the Series 2009 Bonds to the Trustee for authentication. All terms and provisions of the General Indenture, the Fourth Supplemental Indenture and the Series 2009 Bonds are hereby incorporated in this resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2009 Bonds in accordance with the provisions of the Indenture.

Section 8. The Series 2009 Bonds shall be sold with an Underwriter's discount of not to exceed 2.0% of the face amount of the Series 2009 Bonds (plus out of pocket expenses). The Bond Purchase Agreement and Official Notice of Bond Sale in substantially the forms presented to this meeting are hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President or Senior Associate Vice President for Business and Finance of the University are hereby authorized to determine whether the Series 2009 Bonds should be sold through a competitive or negotiated sale process and execute and deliver the Bond Purchase Agreement or Official

Notice of Bond Sale, as applicable, in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement and Official Notice of Bond Sale presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2009 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. Pursuant to Section 53B-21-102(3)(m) of the Act, the Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President or Senior Associate Vice President for Business and Finance of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2009 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, such approval to be conclusively established by the execution of the Fourth Supplemental Indenture.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President or Senior Associate Vice President for Business and Finance of the University are authorized to make any alterations, changes or additions to the General Indenture, the Fourth Supplemental Indenture, the Series 2009 Bonds, the Bond Purchase Agreement, Official Notice of Bond Sale, the Escrow Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

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

Section 11. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President or Senior Associate Vice President for Business and Finance of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Escrow Agreement, the Official Statement, the Bond Purchase Agreement, or the Official Notice of Bond Sale to carry out, give

effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 12. Upon their issuance, the Series 2009 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2009 Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture, the Escrow Agreement, the Official Notice of Bond Sale or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 13. In accordance with the provisions of the Refunding Bond Act, the Secretary of the Board shall cause the following "Notice of Bonds to be Issued" to be published one (1) time in the Deseret Morning News, a newspaper published and of general circulation within the State of Utah. The Secretary of the Board shall also cause a copy of this Resolution (together with forms of the documents approved hereby) to be kept on file in the Board's principal office for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on March 27, 2009, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's Utah State University Research Revenue Bonds, Series 2009A and Research Revenue Refunding Bonds, Series 2009B (collectively, the "Bonds") in the aggregate principal amount of not to exceed Thirty-Three Million Dollars (\$33,000,000), to bear interest at a rate or rates of not to exceed six percent (6.0%) per annum, to mature in not more than twenty three (23) years from their date or dates, and to be sold at a price not less than ninety-eight percent (98%) of the total principal amount thereof, plus accrued interest to the date of delivery. No deposit is currently anticipated in connection with the sale of the Bonds.

The Bonds, pursuant to the Resolution, are to be issued for the purpose of (i) financing all or part of the costs of acquiring, constructing, furnishing and equipping an early childhood education research center and an entrepreneurship and energy research center for Utah State University, and (ii) refunding all or a portion of the Board's Utah State University Research Revenue and Refunding Bonds, Series 2002A and Research Revenue Bonds, Series 2003, (iii) funding of a deposit to a debt service reserve fund and (iv) paying issuance expenses.

The Bonds are to be issued and sold by the Issuer pursuant to the Resolution, a General Indenture of Trust and a Supplemental Indenture of Trust which were before the Board, and such General Indenture of Trust and Supplemental Indenture of Trust are to be executed by the Board in such form and with such changes thereto as shall be approved by the appropriate officials of the Board and Utah State University.

A copy of the Resolution and forms of the General Indenture of Trust and Supplemental Indenture of Trust are on file in the office of the Secretary to the Board in the Board's offices located at 60 South 400 West, Salt Lake City, Utah 84101, where they may be examined during regular business hours of the Secretary from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the General Indenture of Trust (as it relates only to the Bonds), the Supplemental Indenture of Trust or the Bonds, or any provision made for the security and payment of the Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 27th day of March, 2009.

/s/ Joyce Cottrell
Secretary

Section 14. After any of the Series 2009 Bonds are delivered by the Trustee to 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 2009 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 27TH DAY OF MARCH, 2009.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

Chair

(S E A L)

ATTEST:

Secretary

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

Chair

(S E A L)

ATTEST:

Secretary

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 _____ day of March, 2009.

Secretary

(S E A L)

EXHIBIT 1

Notice of Public Meeting
[See Transcript Document No. _____]

EXHIBIT 2

Notice of Annual Meeting Schedule
[See Transcript Document No. _____]

SCHEDULE A

Parameters

Principal amount not to exceed (with up to \$22,000,000 for Project financing and up to an additional \$11,000,000 for Refunding)	\$33,000,000
Coupon Interest rates not to exceed	6.0%
Discount from par not to exceed	2.0%
Optional Redemption on or prior to the eleventh anniversary of the date of issuance at a redemption price of not to exceed	100%
Final Maturity not to exceed	23 years from date of issuance

March 18, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Dixie State College of Utah – Campus Master Plan

Regent policy R710 requires approval of campus master plans every two years—this is traditionally completed when the Regents visit a campus. Following tradition, Dixie State College of Utah seeks approval of its updated Campus Master Plan during the Regents' visit to the DSC campus March 2009. Since its last presentation to the Board of Regents (March 2008) there have been some changes made to DSC's Master Plan which college officials will expound upon during their planned presentation.

The most recent map of the Master Plan is attached. Further handouts pertaining to the changes to DSC's Master Plan may be hand carried to the Board meeting by DSC to go along with the college's presentation; any questions the Board may have will be answered by DSC representatives.

Commissioner's Recommendation

The Commissioner recommends that the Board approve Dixie State College of Utah's Campus Master Plan.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachment



March 10, 2009

Dr. Gregory L. Stauffer, Ed. D.
Associate Commissioner
Utah System of Higher Education

Greg,

Please find attached a copy of the revised master plan for Dixie State. This plan was approved at the regular Trustee meeting in February. I will be prepared to discuss the changes at the Regent meeting in St. George. Most of the recommended changes have been made based on the new location for the Jeffrey R. Holland Centennial Commons.

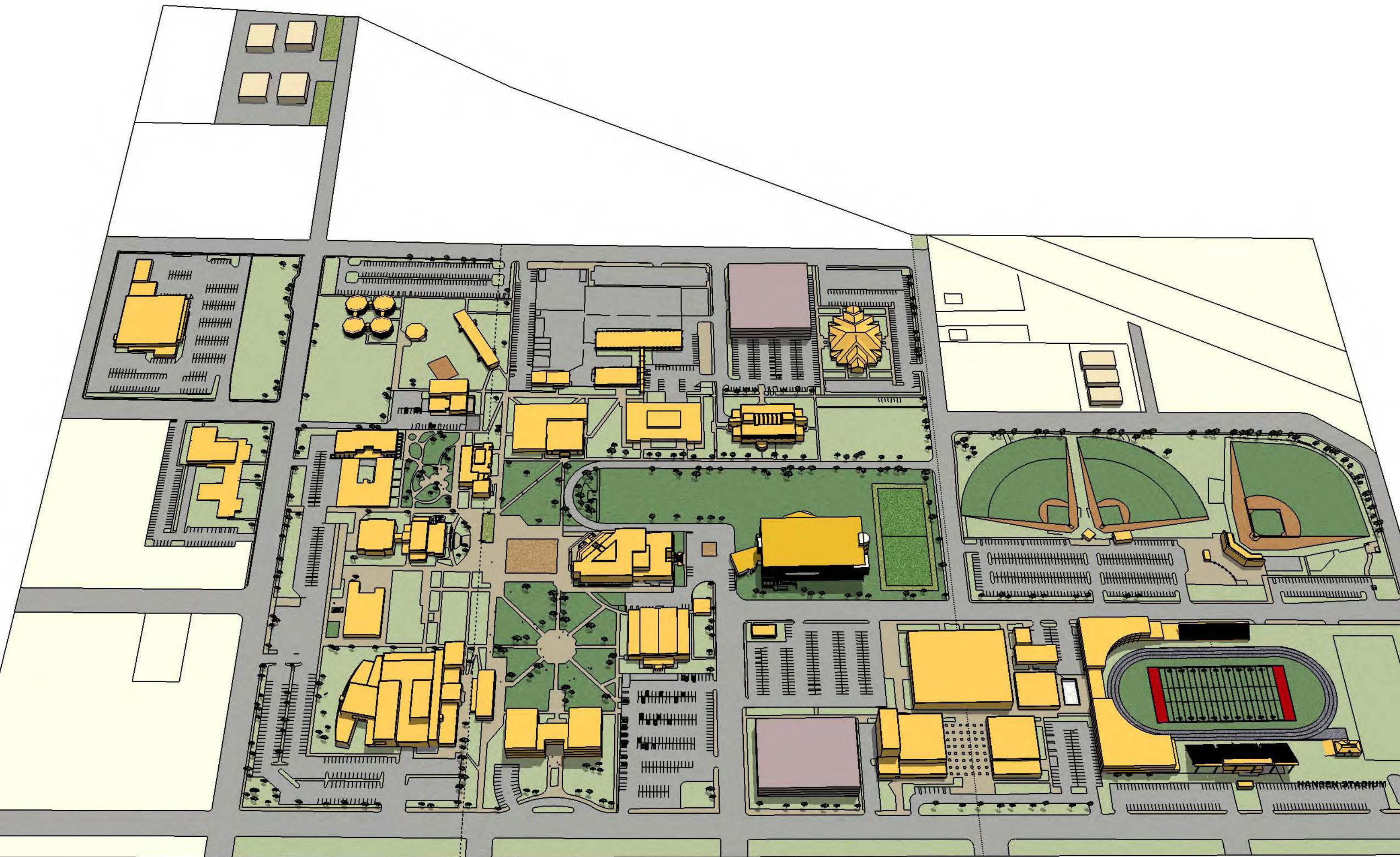
Best Regards,

Stan

Stanley J. Plewe
Vice President
Administrative Services

Dixie State College of Utah
225 S. 700 S.
St. George, Utah 84770

435-652-7504



March 18, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Approval of UHEAA Financial Advisor

Issue

Selection of an independent third party financial advisor to assist the Board of Regents in working through the current problems associated with the student loan program's outstanding bonds.

Background


Due to the turmoil in the financial markets over the last year, the majority of the Board of Regents' student loan bonds has not been remarketable and remains frozen. Interest payments on the bonds continue to be made by the Board of Regents in accordance with the formulas and requirements of the bond indentures.

To assist the Board in assessing all available options for restructuring or extinguishing the existing student loan debt, a request for proposal (RFP) for a financial advisor was issued (Attachment 1). Responses to the RFP have been reviewed by staff and presented to the Student Finance Subcommittee.

The Student Finance Subcommittee reviewed the top two proposals, as rated by staff according to criteria set forth in the RFP, and by unanimous vote recommends selection of First Southwest Company. Biographies for the primary consultant and secondary contact that will be assigned to the Board of Regents are provided as Attachment 2.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the selection of First Southwest Company as financial advisor for student loan program matters.


William A. Sederburg
Commissioner of Higher Education

WAS/DAF/ROD
Attachments

State Board of Regents of the State of Utah Loan Purchase Program

Request for Proposals for Financial Advisor

INTRODUCTION

The State Board of Regents of the State of Utah (the "Board") is requesting proposals (the "RFP") from qualified financial advisors (the "Financial Advisor").

The Board is organized and operates under the laws of the State of Utah and is vested with the power to govern the State's system of higher education, which consists of the Board and various public post-secondary educational institutions in the State. The Loan Purchase Program has been established by the Board in order to effectuate the general purposes of the Board and the specific objective of providing funds to student borrowers and lending institutions to assist students in obtaining a post-secondary education. Through its Loan Purchase Program the Board seeks to increase the availability of funds for such purpose.

This RFP is being issued to determine interest from qualified firms to serve as Financial Advisor to assist the Board in the analysis and management of the current debt and future financings of the Board's Loan Purchase Program. The Financial Advisor could be involved in all aspects of the Board's Loan Purchase Program and not just upon the issuance of new money or refunding bonds.

Firms interested in providing financial advisory services to the Board should submit their letter of intent and proposal, both in electronic form and hard copy (5 copies of proposal with one signed original) to the RFP contact listed below.

Electronic proposals should be in such a format that data and results can be easily assimilated into another document (i.e. non PDF version). The Board requests that all responses to this RFP not exceed ten (10) pages.

The Board's staff will evaluate all proposals received and a recommendation as to the selection of a Financial Advisor will be submitted to the Board.

RFP CONTACT

Mr. Richard O. Davis
Deputy Executive Director
Utah Higher Education Assistance Authority
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284
Telephone Number: (801) 321-7285
Fax Number: (801) 321-7174
Email: rdavis@utahsbr.edu

SCHEDULE OF EVENTS

RFP Issue Date:	February 13, 2009
Letter of Intent Deadline:	5:00 p.m. MST, February 20, 2009
Question Submission Deadline:	5:00 p.m. MST, February 25, 2009
Proposal Submission Deadline:	5:00 p.m. MST, March 2, 2009
Announcement of Winning Proposal:	March 30, 2009

REQUIREMENTS FOR PROPOSALS

1. Provide an overview of the proposing organization, including its organizational structure, location of offices, address, web site, telephone number and facsimile receiving number; and the name, title and telephone number of the person who will serve as key contact for the organization. Please describe your firm's commitment to public finance in general and specifically to student loan finance.
2. Provide the names and resumes of all individuals who will be assigned to work with the Board and identify one person who would serve as the lead contact. The Board expects the lead contact to be actively involved in all aspects of the Board's financing activities, which may or may not include the restructuring of existing debt and the issuance of new money or refunding bonds. Discuss the availability of and the Board's access to the lead contact.
3. Include the number of student loan finance professionals employed and indicate any professional staff reductions, or significant changes in personnel, in the past three (3) years and any pending staff reductions, or significant personnel changes, in public finance including in particular any student loan finance professionals.
4. Please provide relevant experience in performing Financial Advisory services for State Agency student loan entities. Provide specific references, including names, addresses and telephone numbers. Please indicate any non-finance related student loan experience that may be of benefit to the Board and its Loan Purchase Program.
5. Identify or describe the software application that will be used in running any cash flow projections to be provided to the Board, credit/liquidity facility providers, if any, and credit rating agencies. As part of this item, describe the method of data input for such application software, such as statistical totals and averages, data entry, raw loan data input from computer media or tapes, and so forth. Identify who within your organization will be generating the cash flow projections and the amount of experience these individuals have in preparing cash flow projections for rating agencies, credit providers, and issuers.
6. Please describe your firm's ability to access real-time market data for fixed and variable rate transactions, as well as understanding and utilization of derivative products. Please indicate whether your firm is a regulated organization or un-regulated (by FINRA for example).
7. Identify any potential conflicts of interest that the firm could have by virtue of its engagement with the Board and other student loan clients.
8. Describe any "strategic alliance" with any broker or other entities involved in student loans or underwriting services of any nature that your firm, its principal, or any affiliate may have.

9. Provide the name and qualifications of any subcontractors that the firm may reasonably intend to use.
10. Describe your proposed fee structure, including expenses. Your proposed fee structure should include a per hour fee for each of the individuals listed in this response and any fee caps that might be applicable. Include any special fees associated with the production of cash flow projections.

EVALUATION OF PROPOSALS

Recommendations to the Board will be made on the basis of the respondent's student loan experience, knowledge and background particularly pertinent to performing as a financial advisor to student loan secondary markets, cash flow capabilities, as well as the fees and expenses proposed. Questions or requests for additional information should be directed to Richard Davis at (801) 321-7285.

The Board reserves the right to reject any and all Proposals, and any form of contact with Board members will be grounds for disqualification. The Board may require oral interviews. Any expense incurred by respondents is the sole responsibility of said respondent.

ADMINISTRATIVE INFORMATION

To assist you in preparing your proposal, the following materials have been enclosed:

Most recent audited financial statements

Most recent official statement

Detail schedule of bonds issued

Detail schedule of arbitrage liability

RESUMES

Primary Consultant



Lee Donner
Managing Director
505 West Fifth Street, Suite 280
Clifton, Texas 76634
Direct: 254.675.3552
Fax: 254.675.8455
ldonner@firstsw.com

Experience: Mr. Lee Donner joined First Southwest in 1999, and currently has more than 37 years of student loan experience, including 26 years of experience in investment banking. Mr. Donner is responsible for all student loan related activity within the firm. As the Primary Contact, he will be responsible for all aspects of any engagement.

Prior to First Southwest, Mr. Donner spent nearly five years as a Senior Vice President and Managing Director at EVEREN Securities, Inc. (formerly Principal Financial Securities, Inc.), following five years as Managing Director of Education Finance for Llama Company and five years as a Vice President in the Public Finance Division of Rauscher Pierce Refsnes, Inc. Mr. Donner specializes in student loan finance, and has served as an underwriter, financial adviser, or consultant to numerous student loan secondary markets, guarantors, loan servicers, and originating lenders. Mr. Donner also specializes in short-term financing structures.

Prior to becoming an investment banker, Mr. Donner was the Executive Director of the Higher Education Servicing Corporation (HESC). Before becoming involved in student loan secondary market operations at HESC, Mr. Donner spent several years in the administration of state, federal, and institutional student financial aid programs at the University of Texas at Arlington, Texas Wesleyan College, and finally as Director of Student Financial Aid at the University of Texas Health Science Center at Dallas.

Education: Mr. Donner earned a Bachelor of Arts in English from the University of Texas at Arlington in 1972.

Licenses Held: Mr. Donner is a registered representative of the FINRA, and is licensed as a General Securities Representative (Series 7), General Securities Principal (Series 24), Municipal Securities Principal (Series 53), and a Uniform Securities Agent (Series 63).

Current Clients: Greater Texas Foundation; Alaska Student Loan Corporation; Michigan Higher Education Student Loan Authority; Nelnet, Inc.; Indiana Secondary Market for Education Loans, Inc.; Texas Higher Education Coordinating Board, New Hampshire Higher Education Loan Corporation and Rhode Island Student Loan Authority.

Secondary Contact



Thomas H. Webb
Vice President
308 Rollston Avenue
Fayetteville, Arkansas 72701
Direct: 497.973.9138
Fax: 479.973.9134
twebb@firstsw.com

Experience: Mr. Thomas H. ("Tim") Webb has been with First Southwest since 1999 and has been in the securities industry for 22 years, 20 of which have been dedicated to student loan finance. Mr. Webb has provided services for numerous student loan issuers including state agencies, 501(c)(3) not-for-profit issuers, 150(d) converted entities, and for-profit corporations. Mr. Webb's student loan experience includes cash flow analysis, document preparation and review, feasibility analysis of projects, and development of computer modeling programs.

In working with the various national rating agencies he has developed a thorough understanding of the rating process and cash flow parameters necessary to achieve investment grade rating levels. Mr. Webb is also experienced in preparing investment agreement parameters for secondary market bond proceeds, structuring both long and short term taxable and tax-exempt debt issues, and developing and implementing taxable floating rate credit enhanced bonds for the private sector.

Prior to joining First Southwest, Mr. Webb spent five years as a Vice President for EVEREN Securities (formerly Principal Financial Securities) and five years as Vice President for Llama Company's Student Loan Finance Department. Mr. Webb began his investment banking career in 1986 with the Wall Street firm of Ehrlich Bober & Co.

Education: Mr. Webb earned a Bachelor of Science in Physics-Engineering from Washington and Lee University in 1983.

March 16, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA Board Composition: Proposed Revisions to Utah State Board of Regents Policy R601

Issue

UHEAA periodically reviews its governing structure to assure strict compliance with all applicable rules, regulations, and statutes. To avoid even the appearance of any conflict of interest, the UHEAA Board proposes changes to Board of Regents Policy R601 to eliminate two categories of UHEAA Board membership: financial aid professional members and student members. The proposed revisions are being made to comply with the Higher Education Opportunity Act (HEOA) and the advice of Assistant Attorney General Tom Anderson.

Background

With continued turmoil in the credit markets and President Obama's recent proposal to make all student loans from Washington under the Federal Direct Loan Program, the UHEAA Board continues to confront many challenges facing student loans. Despite these challenges, UHEAA has met this year's increased loan demand and has a plan in place to fund all student loans for the upcoming 2009-10 school year.

For decades UHEAA has operated its student loan program with integrity and with a strong focus on its public-purpose mission to provide low-cost loans and promote student success. While investigations by the New York Attorney General uncovered several conflict-of-interest issues between some national lenders and institutions, UHEAA has never participated in any inappropriate activities or practices. When allegations of misconduct surfaced nationally, UHEAA requested the Utah State Attorney General's Office to perform a review of UHEAA. Upon completion of the review, Assistant Attorney General Tom Anderson wrote in his June 7, 2007 letter, "It is clear to us that UHEAA has done nothing improper in its relationships with alumni associations, with colleges and universities, or in any other area."

To address concerns found in other states, Congress passed the HEOA to prohibit inappropriate gifts, payments to schools or individuals, and other inducements to obtain student loan volume. The HEOA includes a prohibition of consulting arrangements or any type of contract for services by an employee of a financial aid office with a student loan guarantor or servicer wherein a payment for services is provided to the school employee.

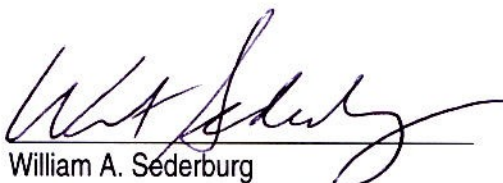
UHEAA asked Mr. Anderson to review the HEOA to determine what implications the new law has for the makeup and operation of the UHEAA Board (see Attachment 3). He concluded it would be prudent to consider changes to the makeup of the UHEAA Board consistent with UHEAA's "desire to assure that no college employee serving on the UHEAA Board is placed in jeopardy or that the UHEAA Board is subject to criticism by fostering relationships which may even approach a violation of the statutory or regulatory requirements." Mr. Anderson affirms there have been no violations of current or past laws or regulations. However, in the absence of official interpretation and guidance from the U.S. Department of Education, Mr. Anderson urges a conservative and cautious approach to eliminate the requirement in Policy R601 that student financial aid staff members be appointed to the UHEAA Board. He further recommends consideration of the elimination of student members required on the UHEAA Board.

In accordance with Mr. Anderson's advice and to reduce the size of the UHEAA Board from its current nineteen members to fourteen by eliminating current vacancies, the attached revision to Policy R601 (see Attachment 2) reflects the following changes as summarized in Attachment 4:

- Eliminates the two appointments for financial aid professionals
- Eliminates the two student appointments
- Eliminates two currently vacant citizen appointments
- Adds one additional appointment to the senior-level administrators category as currently described in Policy R601

Commissioner's Recommendation

The Commissioner recommends that the Board approve revisions to Board of Regents Policy R601 as presented in Attachment 2 in accordance with the UHEAA Board's action on March 19, 2009.



William A. Sederburg
Commissioner of Higher Education

WAS/DAF

FOR ACTION

UHEAA BOARD OF DIRECTORS

REPORT F

**UHEAA Board Composition: Proposed Revisions to Utah State
Board of Regents Policy R601**

March 19, 2009

INTRODUCTION

Investigations by the Attorney General of New York uncovered several conflict-of-interest issues between some national lenders and schools. Congress addressed identified problems of inappropriate gifts, paid transportation, payments to schools or individuals, and other arrangements to gain loan volume in the Higher Education Opportunity Act (Public Law 110-315) (HEOA) that was enacted on August 14, 2008. UHEAA, Utah lenders and the institutions served by UHEAA were neither implicated nor guilty of any inappropriate activities or practices. However, in response to the legislation, UHEAA has undertaken a review of its current governing structure. Board of Regents Policy R601 (see Attachment 1) includes some proposed revisions.

LANGUAGE OF THE HEOA OF 2008

The code of conduct requirements found in the HEOA could potentially be interpreted to impact the composition of the UHEAA Board. HEOA prohibits consulting arrangements or any type of contract for services by an employee of a financial aid office with a guarantor or servicer wherein a payment for services is provided to the school employee.

The new statute prohibits an officer or employee of a financial aid office or who otherwise has responsibilities with respect to education loans to accept from any lender or affiliate, any fee, payment or other financial benefit as compensation for any type of consulting arrangement or other contract to provide services to a lender. As identified in Attachment 2, a letter from the Attorney General's Office by Tom Anderson, acceptance of an appointment to the UHEAA Board could be construed as an unwritten contract and thus subject the appointee to the restrictions of the HEOA.

**UHEAA Board
Report F
March 19, 2009
Page 2**

Payment of a per diem to Board members for attendance at Board meetings, who are employees of an institution's financial aid office as explained above, could possibly be interpreted as a violation of the new statute. One exception to the prohibition mentioned above applies to an employee of a school who is not employed in the financial aid office and who does not otherwise have responsibilities with respect to student loans. Another exception applies to an employee who is not employed in the financial aid office but who has responsibility with respect to education loans as a result of a position held at the institution. Such an individual may serve on a board of directors for a guarantor or lender if that employee's institution has a written conflict of interest policy stating that such employees must recuse themselves from participating in any decision of the board regarding education loans at the institution.

Another potential red flag is the inclusion of a college student on the UHEAA Board who could be a borrower of loans guaranteed by UHEAA. The law and regulations do not address this issue directly. However, it is a potential conflict of interest for a student with student loans to serve as a member of the board of directors of a guarantor and vote on issues such as borrower benefits.

The Department of Education has not yet proposed regulations or other guidance relating to implementation of the HEOA. At this time we cannot predict whether the Department's interpretations will be more restrictive than the language in the statute appears to be. To protect the interests of employees of public and private institutions, students and the integrity of the UHEAA Board we propose a more cautious approach to the composition of UHEAA's Board of Directors. Attachment 3 lists the current and proposed composition of UHEAA Board members and reflects the following changes:

- Eliminate the two positions for financial aid professionals
- Eliminate the two student positions
- Eliminate two citizen positions
- Add one additional appointment from the ranks of senior-level administrators in Utah institutions as currently described in the rule

RECOMMENDATION

It is recommended that the Board approve revisions to Board of Regents Policy R601 as presented in Attachment 1 and submit the revised rule to the Board of Regents for approval.

R601, Board of Directors of the Utah Higher Education Assistance Authority

R601-1. Purpose

To provide for a subsidiary Board of Directors for the Utah Higher Education Assistance Authority (UHEAA), the members of which are appointed by and serve at the pleasure of the Board of Regents, to exercise delegated responsibility for oversight and governance of the student financial aid programs on behalf of the Board of Regents.

R601-2. References

2.1. Utah Code [Title 53B, Chapter 12](#) (Higher Education Assistance Authority) Chapter 12 designates the State Board of Regents to constitute the Utah Higher Education Assistance Authority (UHEAA), and in that capacity grants to it the general authorities for operation of student aid programs and to enter into agreements with the Federal Government, in particular with reference to the operation of a student loan guarantee program and related functions.

2.2. Utah Code [Title 53B, Chapter 8a](#) (Higher Education Savings Incentive Program) [~~and Utah Code [Title 53B Chapter 8b](#) (Higher Education Supplemental Savings Incentive Program) Chapters 8a and 8b~~] designates the Board of Regents acting in its capacity as the Utah Higher Education Assistance Authority to be the board of directors of the Utah Educational Savings Plan Trust [~~and the Utah Supplemental Educational Savings Plan Trust~~].

2.3. Utah Code [Title 53B, Chapter 11](#) (Student Loan Program) Chapter 11 grants to the Board of Regents several authorities related to operation of student loan programs.

2.4. Utah Code [Title 53B, Chapter 13](#) (Higher Education Loan Act) Chapter 13 provides specific authorities for the Board of Regents to issue student loan revenue bonds, and to make and purchase student loans. The Board operates its Loan Purchase Program under this authority, whereby it purchases Federal Family Education Loan Program (FFELP) student and parent loans guaranteed by UHEAA, originates FFELP Consolidation Loans, and may as necessary directly originate student and parent loans.

2.5. Utah Code [Title 53B, Chapter 13a](#) (Utah Centennial Opportunity Program for Education Act) Chapter 13a establishes the Utah Centennial Opportunity Program for Education (UCOPE), to provide state-supported need-based grants and work-study stipends for Utah residents attending Utah postsecondary institutions, and designates the Board of Regents as the governing authority for UCOPE.

2.6. Utah Code [Title 53B, Chapter 7, Part 5](#) (Higher Education Tuition Assistance Program). Chapter 7, Part 5, [~~enacted by the 1998 Legislature,~~] establishes a program of [~~matching~~] need-based grants [~~as an incentive for institutions to raise money for scholarships~~] to higher education students at community colleges, branch campuses, and centers of the Utah System of Higher Education.

2.7. Utah Code [53B-6-105.7](#) (Engineering, Computer Science, and Related Technology [~~Loan Forgiveness~~] Scholarship Program). Utah Code [53B-6-105.7](#), [~~enacted by the 2001 Legislature,~~] establishes within the Engineering and Technology Initiative the Engineering, Computer Science, and Related Technology [~~Student Loan Forgiveness~~] Scholarship Program to recruit, retain and train engineering, computer science, and related technology students.

2.8. Utah Code Title 53B, Chapter 10 (Terrel H. Bell Teaching Incentive Loans Program) to recruit outstanding students to teach in prioritized critical areas of need in Utah's public schools, as defined by the Utah State Office of Education's criticality index, and to recognize teaching as a positive career choice.

2.9. Utah Code 52B-8-105, (The New Century Scholarship Program) a scholarship which is awarded to Utah high school graduates who either complete the requirements for an associate degree with at least a "B" (3.0) grade point average prior to September 1 of the same year they would normally graduate with their high school class, or who complete a rigorous math and science curriculum approved by the State Board of Regents with at least a "B" (3.0) grade point average.

2.10. Utah Code 53B-8-108 et seq. (Regents' Scholarship Program) to encourage all Utah high school students to take a rigorous high school curriculum that will successfully prepare them for postsecondary education and the demands of the modern workforce; to provide incentives for all Utah high school students to prepare academically and financially for postsecondary education; to motivate high school students to work hard through the senior year; to increase the numbers of Pell Grant-eligible students qualifying for federal Academic Competitiveness Grants; and to increase the numbers of Utahans enrolling in Utah colleges and universities.

2.11. Policy and Procedure R615, UHEAA Grant - The UHEAA Grant is a need-based grant awarded to qualified students who have demonstrated substantial financial need and are making satisfactory academic progress, as defined by the institution. It can be awarded as part of an institutional packaging of need based aid or emergency awards for students experiencing unanticipated personal or family financial difficulties.

2.12. Policy and Procedure R616, Minority Scholarships - Legislative supplemental appropriations provide scholarships to Utah resident minority students attending a USHE institution. The scholarships are designed to increase the participation levels of minority students in postsecondary education.

R601-3. Policy

3.1. [Authority to] Create a Subsidiary Board - The Utah State Board of Regents (Board of Regents), in its statutory authority as the Utah Higher Education Assistance Authority (UHEAA), [~~has been~~] as authorized by the State Legislature (Utah Code [§53B-12-102](#)), [to create] hereby creates a subsidiary Board of Directors for UHEAA (UHEAA Board), the members of which are appointed by the Chair of the Board of Regents and serve at the pleasure of the Board of Regents. The volume of outstanding student loans

guaranteed by UHEAA and loans owned by the Board of Regents, together with the scope of responsibilities involved in administration of the Utah Educational Savings Plan Trust and the ~~[Utah Centennial Opportunity Program for Education]~~ other financial aid programs, require more continuous and intensive policy and operational oversight than reasonably can be given by the Board of Regents. In addition, consolidated administrative and oversight responsibility for all student financial aid programs under the organizational name of UHEAA can foster most effective coordination and communication with institutions of postsecondary education, and with lenders participating in the student loan programs.

3.2. Subsidiary Board Established - ~~[A subsidiary Board of Directors was established in January, 1983 to govern and manage UHEAA for and on behalf of the Board of Regents.]~~ The Board of Regents, through the Commissioner of Higher Education, ~~[has assigned]~~ assigns administrative and operational responsibility for all student financial aid programs, including college savings programs, to a division of the Office of the Commissioner of Higher Education, and hereby assigns oversight and governance responsibilities for such programs (except functions specifically reserved for direct action by the Board of Regents) to the UHEAA Board of Directors.

3.3. Authorized Responsibilities and Functions - The appointed UHEAA Board of Directors is authorized to exercise only the UHEAA responsibilities and functions of the Board of Regents which are expressly delegated to it by the Board of Regents, and the Board of Regents retains the power to reassume for itself those responsibilities and functions, in whole or part, at any time. Responsibilities and functions delegated to the UHEAA Board of Directors include those which are statutorily assigned to the Board of Regents in its capacity as UHEAA and those for other student financial aid program functions of the Board of Regents.

3.4. UHEAA Board to Report to and Serve at the Pleasure of the Board of Regents - The UHEAA Board of Directors shall report to and serve at the pleasure of the Board of Regents, and shall have the specific duty and obligation to provide the entire Board of Regents with complete and timely information as to all of its activities, decisions, policies, and recommendations.

3.5. Membership, Method of Appointment and Terms of UHEAA Board

3.5.1. Officers and members of the UHEAA Board of Directors serving as of ~~[May 1, 1998]~~ March 19, 2009 shall continue to serve through ~~[December 31, 1998, and members of the Student Finance Subcommittee serving as of May 1, 1998 are designated as additional members of the UHEAA Board of Directors, to serve through December 1, 1998]~~ June 30, 2009.

3.5.2. Effective ~~[January 1, 1999]~~ July 1, 2009, the UHEAA Board of Directors shall consist of ~~[nineteen]~~ fourteen members, four of whom shall be members by virtue of their other offices, and ~~[fifteen]~~ ten of whom shall be appointed ~~[annually]~~ by the Chair of the Board of Regents, as follows:

3.5.2.1. The ~~[Chairman]~~ Chair of the Board of Regents Finance and Facilities Committee, the Commissioner of Higher Education, the Associate Commissioner for Finance and Facilities, and the Associate Commissioner for Student Financial Aid shall be members ex officio, with vote.

3.5.2.2. The Chair of the Board of Regents shall appoint ~~[fifteen]~~ ten members who are residents of Utah, with the following qualifications— (a) three shall be members of the Board of Regents; (b) ~~[two shall be student aid professional members, currently employed by Utah postsecondary education institution in an administrative or professional position in student financial aid; (c) two shall be students currently enrolled in Utah institutions of postsecondary education; (d) two]~~ three shall be senior-level administrators in Utah institutions of postsecondary education, with experience in business affairs or general administration; and ~~(c) [six]~~ four shall be citizen members with special expertise in finance, student financial aid, government or public administration. The appointed members shall serve ~~[annual terms beginning January 1 and ending December 31]~~ until replaced by appointment of a successor by the Chair of the Board of Regents. When any appointed member resigns, ceases to be a resident of Utah, or ceases to hold the office on the basis of which the member was appointed (if applicable), the Chair of the Board of Regents shall appoint a replacement with comparable qualifications to fill the member's unexpired term.

3.6. Powers, Duties, and Responsibilities of the UHEAA Board

3.6.1. The UHEAA Board of Directors is authorized to exercise on behalf of the Board of Regents all of the powers, duties, and responsibilities of the Utah Higher Education Assistance Authority, including the administration of the student loan guarantee program under Utah Code [Title 53B, Chapter 12](#), and the Utah Educational Savings Plan Trust ~~[and Utah Supplemental Education Savings Plan Trust]~~ under Utah Code [Title 53B, Chapter 8a](#) ~~[and Utah Code [Title 53B, Chapter 8b](#), except that the program under Chapter 8b shall not be implemented without prior approval by the Board of Regents]~~. This delegation includes authority for strategic planning, approval of budgets, and adoption of program policies and administrative rules.

3.6.2. In addition, the UHEAA Board of Directors is authorized to govern on behalf of the Board of Regents, including strategic planning and adoption of budgets--

3.6.2.1. The State Board of Regents Loan Purchase Program (secondary market for and origination of student loans), except that the Board of Regents as required by statute reserves to itself all powers and responsibilities which specifically relate to the approval and execution of bond resolutions, notes, certificates, or other documentation for the incurring of indebtedness to fund the purchase or origination of student and parent loans;

3.6.2.2. The Utah Centennial Opportunity Program for Education (UCOPE) under Utah Code [Title 53B, Chapter 13a](#);

3.6.2.3. The Higher Education Tuition Assistance Program under Utah Code [Title 53B, Chapter 7, Part 5](#); and

3.6.2.4. The Utah Engineering, Computer Science, and Related Technology [~~Loan~~ ~~Forgiveness~~] [Scholarship Program](#) under Utah Code [53B-6-105.7](#).

3.6.2.5. [UHEAA Grant program, R615, UHEAA Grant](#)

3.6.1.6. [Minority Scholarships, R616, Minority Scholarships](#)

3.6.3. [The UHEAA Board is authorized to provide operational support services for:](#)

3.6.3.1. [The Terrel H. Bell Teaching Incentive Loans Program Utah Code Title 53B, Chapter 10;](#)

3.6.3.2. [The New Century Scholarship Program Utah Code 52B-8-105; and](#)

3.6.3.3. [The Regents' Scholarship Program Utah Code 53B-8-108 through 111,](#)

3.6.4. The UHEAA Board of Directors shall perform the same functions for the Student Loan Guarantee Program, the Loan Purchase Program, the Utah Educational Savings Plan [~~Trusts~~] [Trust](#), and the Higher Education Tuition Assistance Program that are performed under the Utah Money Management Act by Boards of Trustees of institutions of the Utah System of Higher Education, and shall establish a Student Finance Subcommittee from its membership, which shall be directly responsible, reporting directly to the Board of Regents through its Finance and Facilities Committee, for oversight and advice regarding bond issues and other financing arrangements for the Loan Purchase Program.

3.6.5. The Board of Directors shall adopt its own bylaws and determine its own procedures.

3.7. Staff Support - Staff support for the Board of Directors shall be provided by the Associate Commissioner for Student Financial Aid.

3.8. Frequency of Meetings, Per Diem and Travel Expenses - The Board of Directors shall meet [~~at least quarterly, or more often~~] as it may determine to be necessary in order to fulfill its responsibilities. Board members who are not higher education or state government employees shall receive per diem for meeting days at the same rate and under the same criteria as per diem paid to Regents. Members other than employees of the Office of the Commissioner of Higher Education (OCHE) shall receive reimbursement for travel to meeting locations in accordance with Board of Regents travel reimbursement policies. Per diem and travel expenses for Board members shall be paid from Loan Purchase Program administrative funds. Travel expenses for members who are employees of the Office of the Commissioner of Higher Education shall receive travel

expenses for travel to meeting locations other than the Board of Regents office, reimbursed by the appropriate OCHE cost center(s).

3.9. Periodic Reports to the Board of Regents -The Board of Directors shall provide periodic reports through the Finance and Facilities Committee on matters for which it is responsible, including strategic developments and considerations affecting the student financial aid programs. Also, the Board of Directors shall forward strategic issues for Board of Regents consideration either on its own initiative or as requested by the Chair of the Board of Regents.

(Adopted December 14, 1982, amended July 12, 1985, July 11, 1986, June 19, 1987, April 26, 1991, July 17, 1992, November 5, 1993, December 15, 1995, August 1, 1996, May 29, 1998, October 16, 1998 and April 20, 2001. Renumbered from R610 to R601 December 2002. Proposed for amendment March 19, 2009.)

STATE OF UTAH
OFFICE OF THE ATTORNEY GENERAL

Attachment 3



MARK L. SHURTLEFF
ATTORNEY GENERAL

RAYMOND A. HINTZE
Chief Deputy

Protecting Utah • Protecting You

KIRK TORGENSEN
Chief Deputy

March 9, 2009

David A. Feitz
Executive Director
UHEAA
Two Gateway Office Center
PO Box 45202
Salt Lake City UT 84145-0202

RE: UHEAA Board

Dear David:

This letter is in response to your recent inquiry concerning what impact, if any, provisions of the Higher Education Opportunity Act may have on the makeup and the operation of the UHEAA Board. This Act was passed in 2008 and signed into law by President Bush on August 14, 2008.

The Act provides very specific limitations as to the participation of employees of an institution of higher education on the Boards of student loan lenders and guaranty agencies. The statute specifies certain provisions that must be included in an institution of higher education's code of conduct. Specifically, the code of conduct must include a ban on revenue sharing arrangements, a gift ban prohibiting certain university officers and employees from receiving or soliciting gifts from any lender, guarantor or servicer of student loans, and a prohibition of certain contracting arrangements with lenders. There are other requirements of this statute which do not appear to pertain directly to the relationships between college or university employees and UHEAA, as a lender and guarantor.

We understand and appreciate your desire to assure that no college employee serving on the UHEAA Board is placed in jeopardy, or that the UHEAA Board is subject to criticism by fostering relationships which may even approach a violation of the statutory or regulatory requirements. I will attempt, through this letter, to outline specific limitations set forth in the statute. We urge a conservative and cautious approach, however, because to our knowledge the Department of Education has not yet issued proposed regulations or any sub-regulatory guidance relating to the Department's interpretation of its responsibilities under these

recently adopted requirements. We cannot predict at this point whether the Department's interpretations will tend to be significantly more restrictive than the specific requirements of the statute. A cautionary approach by UHEAA will likely provide greater protection and peace of mind in anticipation of official interpretation and guidance from the Department.

The statutory ban on revenue-sharing arrangements does not appear to pertain. To our understanding UHEAA has never had a revenue sharing arrangement with any entity, including any college or university.

The second prohibition relates to the solicitation or acceptance of any gift by any person employed in a college or university financial aid office. UHEAA provides training and assistance in the operation of financial aid programs. Sometimes that training is conducted at a workshop where UHEAA provides professional development training. Such workshops may include training materials as well as a meal and refreshments. The statute specifically exempts from the definition of "gift" food and refreshments provided in conjunction with a training session which is designed to improve the service or professional development of officers and employees. We are not aware of any gifts that are offered or made by UHEAA to any officer or employee of a college or university or an employee in the financial aid office of any college or university.

The third prohibition relates to contracting arrangements. This section prohibits the officers or employees in a financial aid office or who otherwise have responsibilities with respect to education loans, from accepting any fee, payment, or financial benefit as part of any consulting arrangement to provide services to a student loan lender. It does not appear that service on the UHEAA Board by an officer or employee in a college's financial aid office, or another officer having overall responsibilities for financial aid would be a violation of this section. No employee of a state college or university receives per diem for attending such meetings. Such persons receive only a reimbursement of expenses incurred in conjunction with UHEAA Board meetings. Although it is not likely, there is certainly a possibility that an extreme position taken at the Department of Education could be that acceptance of an appointment to the UHEAA Board is, in fact, an unwritten contract, and that per diem payments constitute payments to that college or university officer or employee.

There are exceptions to the foregoing prohibition of contracting arrangements. If the Department took the position as outlined immediately above, it is very possible that the specific situation could fall under one of the exceptions. The first exception relates to an officer or employee of a college or university who is **not** employed in the institution's financial aid office and who otherwise does not have responsibilities with respect to education loans. Such persons may provide paid or unpaid service on a board of directors of a lender, guarantor or servicer.

The other exception would relate to officers or employees who are not employed in the financial aid office, but have responsibility with respect to student loans, if the employing institution has a written conflict of interest policy requiring such employees to recuse themselves from any decision regarding education loans at the institution. The problem we see with this recusal requirement is that all decisions of the UHEAA Board affect the issuance of loans at all institutions of higher education. Any such employee serving on the UHEAA Board may need to recuse with respect to many agenda items.

The UHEAA Board is established by Regent Policy R601. According to R601-3.5.2.2 the UHEAA Board shall include two student financial aid professionals currently employed at Utah colleges and universities, two currently enrolled students, and two senior level administrators at Utah colleges and universities.

There appears to be a greater likelihood of a problem with respect to currently employed financial aid employees. If it were asserted by the Department of Education that accepting an appointment to the UHEAA Board is a "contract" within the meaning of the statute, the employing college would have to have a conflict of interest policy in place. All state institutions are governed by the Public Officers and Employees Ethics Act. However, this does not address the practical problem of a Board member needing to recuse himself/herself on many of the student loan matters that come before the Board.

It would be unfortunate for UHEAA to lose the services of dedicated financial aid professionals who only want to help the system work to the benefit of students. Sadly these overreaching rules appear to have resulted from serious abuses in other areas of the country - abuses arising primarily out of the private, for-profit sector.

The statutes and regulations do not address the question of students serving on the boards of lenders and guaranty agencies. Utah has had a long tradition of including students in meaningful board positions, where the actions taken by that board will affect students themselves. As the Utah Board of Regents considers possible changes in the makeup of the UHEAA Board, in large measure due to these statutory and regulatory requirements addressing conflict of interest, it may be well to evaluate whether the continued inclusion of student members is appropriate. The UHEAA Board considers and makes recommendations concerning borrower benefits and other matters which directly influence costs to students both in terms of the origination of student loans and the repayment terms. This puts each student board member in a difficult position because the action of the UHEAA Board very likely will impact the student with respect to any current or future loans.

Current regulations may also have an impact on safeguards that should be taken with respect to college employees and the UHEAA Board. Regulations found at Title 34 CFR § 682.200 provide certain definitions. Generally "eligible lender" excludes any lender which offers

David A. Feitz
March 5, 2009
Page 4

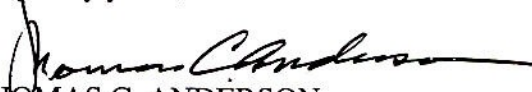
or pays inducements to a school "to secure applications for FFEL loans or to secure FFEL loan volume." The regulation then provides a list of items which under the rule would include prohibited inducements. One of the prohibitions is "(6) solicitation of an employee of a school or school-affiliated organization to serve on a lender's advisory board or committee and/or payment of costs incurred on behalf of an employee of a school or school-affiliated organization to serve on a lender's advisory board or committee;". The UHEAA Board is not an advisory board. It is a governing board. Officers of colleges and universities are asked to serve on the UHEAA Board pursuant to Regent Policy and in order to assure that the board has valuable input from the institutions whose students it serves. By that means, it will have the valuable input of "... senior-level administrators in Utah institutions of post secondary education, with experience in business affairs or general administration; ...". (Regent Policy R601-3.5.2.2).

We believe that the appointment of a senior administrator to the UHEAA Board is not in violation with 34 CFR § 682.200 because it is clear that the UHEAA Board is not an "advisory board" and there is no purpose in making that appointment to secure loans or FFEL loan volume. The purpose is to carry out the mandate of the Utah Board of Regents for the orderly governance of the system of higher education, including the operation of Utah Higher Education Assistance Authority.

In summary, we believe it would be prudent to consider changes to Regent Policy R601-3.5.2.2 relating to the makeup of this UHEAA Board. It is not our opinion that there is any current or past violation of law or regulation. The State's compliance could be further strengthened by elimination of the requirement that student financial aid staff be appointed to the Board. The Regents might also want to consider elimination of the requirement that two currently enrolled students be appointed to the Board.

Please let us know if we can be of further assistance with regard to this matter.

Very truly yours,


THOMAS C. ANDERSON
Assistant Attorney General

TCA/da

cc William T. Evans

UHEAA BOARD COMPOSITION

THROUGH JUNE 30, 2009

Ex Officio (4)

Jerry Atkin
David Feitz
William Sederburg
Greg Stauffer

Regent Members (3)

David Jordan
Nolan Karras
Tony Morgan

Student Aid Professional Members (2)

Cory Duckworth
Ruth Henneman

Student Members (2)

Troy Smith
Vacancy

Senior Level Higher Administrators (2)

Arnold Combe
Norm Tarbox

Citizen Members (6)

Edward Alter
Fred Hunsaker
Stephen Nadauld
Maria Sweeten Soliz
Vacancy
Vacancy

UHEAA Board Audit Committee

Norm Tarbox
Edward Alter
Arnold Combe
Cory Duckworth
Ruth Henneman

Student Finance Subcommittee

Jerry Atkin
David Feitz
Nolan Karras
Stephen Nadauld
Greg Stauffer

AFTER JULY 1, 2009

Ex Officio (4)

Jerry Atkin
David Feitz
William Sederburg
Greg Stauffer

Regent Members (3)

David Jordan
Nolan Karras
Tony Morgan

Student Aid Professional Members (0)

Student Members (0)

Senior Level Higher Administrators (3)

Arnold Combe
Cory Duckworth
Norm Tarbox

Citizen Members (4)

Edward Alter
Fred Hunsaker
Stephen Nadauld
Maria Sweeten Soliz

UHEAA Board Audit Committee

Norm Tarbox
Edward Alter
Arnold Combe
Cory Duckworth

Student Finance Subcommittee

Jerry Atkin
David Feitz
Nolan Karras
Stephen Nadauld
Greg Stauffer

March 18, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Utah Educational Savings Plan (UESP) Line of Credit

Issue

UESP needs to establish a permanent method of investing account owners' contributions without the delays caused by uncollected funds.

Background

UESP receives contributions from account owners by check, automated clearinghouse (ACH), and bank wire. UESP deposits the funds into its bank account before investing them the next business day. From time to time, however, some of the funds cannot be invested the next business day because not enough collected funds are available in UESP's bank account.

The primary sources for the delay in collecting funds are (1) the two-day float imposed by the bank on deposited checks, rendering only 70% of deposited funds available the next day, and (2) the bank's rejection of some contributions, usually due to insufficient funds in the UESP account owner's bank account.

UESP has investigated various methods to eliminate the necessity of withholding funds from next-day investment. Based on UESP's analysis, UESP is seeking a \$1,000,000 line of credit to bridge the periodic one-day delay of collected funds. This line of credit will enable UESP to provide an increased level of customer service, conform to industry best practices, and help UESP remain competitive in the market place. The estimated annual cost is \$6,000.

Both the Student Finance Subcommittee and Assistant Attorney General Tom Anderson have reviewed the terms of the line of credit.

Commissioner's Recommendation

The Commissioner recommends the Regents approve UESP establishing a \$1,000,000 line of credit to bridge the periodic one-day delay of collected funds. This line of credit will enable UESP to provide an increased level of customer service.

William A. Sederburg
Commissioner of Higher Education

WAS:csm

March 18, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2008

Issue

State law (Utah Codes 51-7-13(3)(c) & 51-8-303(6)) and associated Board of Regents policy (R541) require that the Board of Regents submit an annual report to the Governor and the Legislature summarizing investments made by USHE. This analysis is compiled from investment reports submitted by the institutions. On a monthly and annual basis each institution prepares investment reports that are reviewed and approved by the treasurer of the institution attesting to the compliance of said institution to UPMIFA (Uniform Prudent Management of Institutional Funds Act) and the State Money Management Act and submitted for approval to each institution's Board of Trustees (responsibility for approving of these reports was delegated by the Board of Regents).

The annual report is also audited by the internal auditor(s) of each institution to verify compliance. Complete institutional reports (monthly and annual) are on file in the Commissioner's Office. The attached graphs are a summary of what was approved by each institution and demonstrate the relative size of institutional investments and the asset allocations in place at each school. This report is presented for Board of Regents information prior to being submitted to the Governor and Legislature.

In order to provide the required audited numbers to the Governor and the Legislature, this report cannot be prepared prior to the State Auditors completing their audit schedules with the institutions. (The investment figures used in this report tie to the audited "Statement of Net Assets" found in the financial statements for each institution.) While that impacts the timeliness of this annual report, please be aware that the Trustees and the Office of the Commissioner do receive monthly updates on the investments made by the institutions.

Commissioner's Recommendation

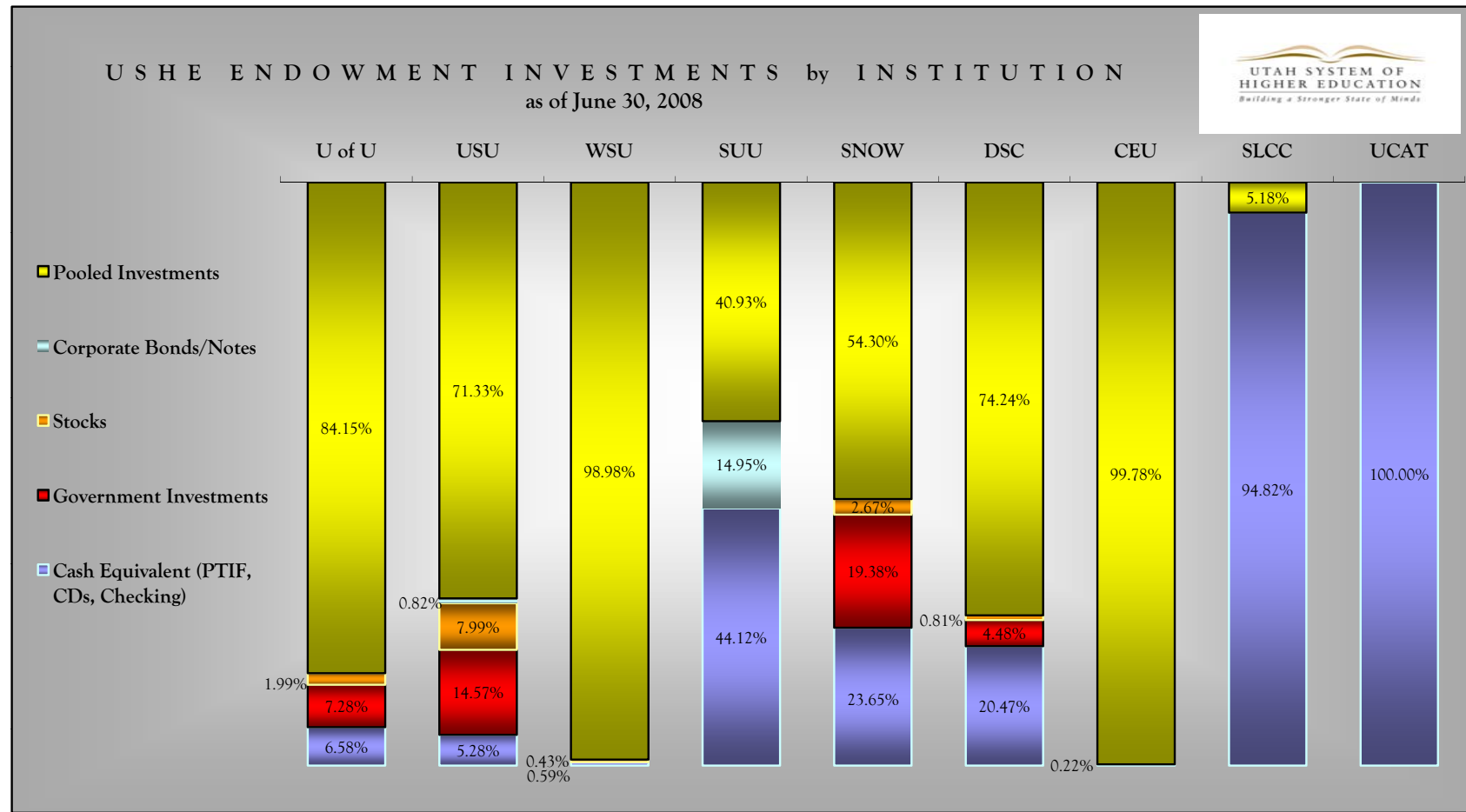
This is an information item.

WAS/GLS/TC
Attachment

William A. Sederburg
Commissioner of Higher Education

GRAPH 1: This graph indicates the June 30, 2008 investment allocation of endowment funds for each USHE institution.

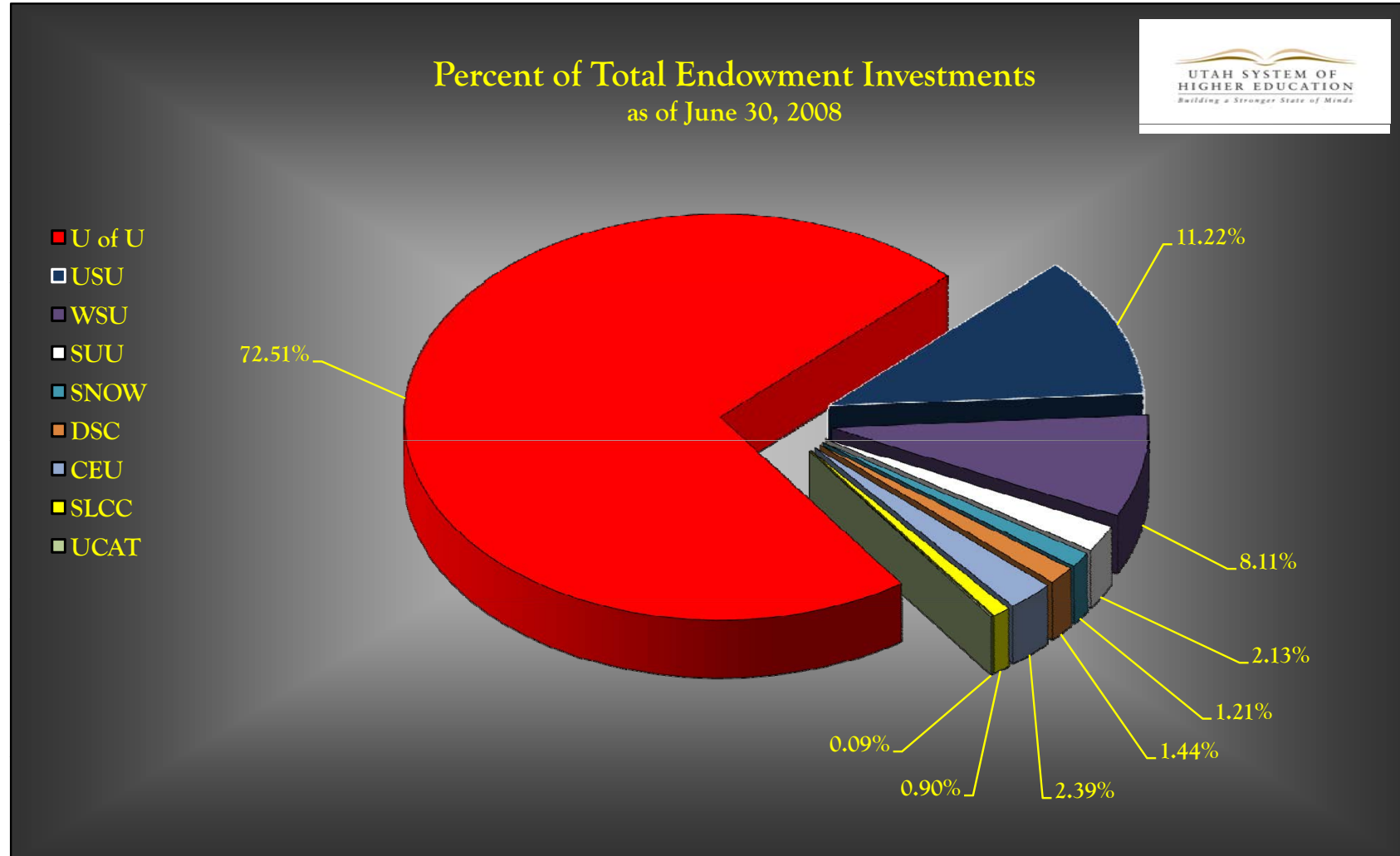
E N D O W M E N T I N V E S T M E N T S									
CATEGORY OF INVESTMENT	U of U	USU	WSU	SUU	SNOW	DSC	CEU	SLCC	UCAT
Pooled Investments	84.15%	71.33%	98.98%	40.93%	54.30%	74.24%	99.78%	5.18%	0.00%
Corporate Bonds/Notes	0.00%	0.82%	0.00%	14.95%	0.00%	0.00%	0.00%	0.00%	0.00%
Stocks	1.99%	7.99%	0.43%	0.00%	2.67%	0.81%	0.00%	0.00%	0.00%
Government Investments	7.28%	14.57%	0.00%	0.00%	19.38%	4.48%	0.00%	0.00%	0.00%
Cash Equivalent (PTIF, CDs, Checking)	6.58%	5.28%	0.59%	44.12%	23.65%	20.47%	0.22%	94.82%	100.00%



* Note: UVU and UHEAA do not have endowments or manage endowments within the foundation

GRAPH 2: This graph indicates the June 30, 2008 total endowment funds invested for each USHE institution.

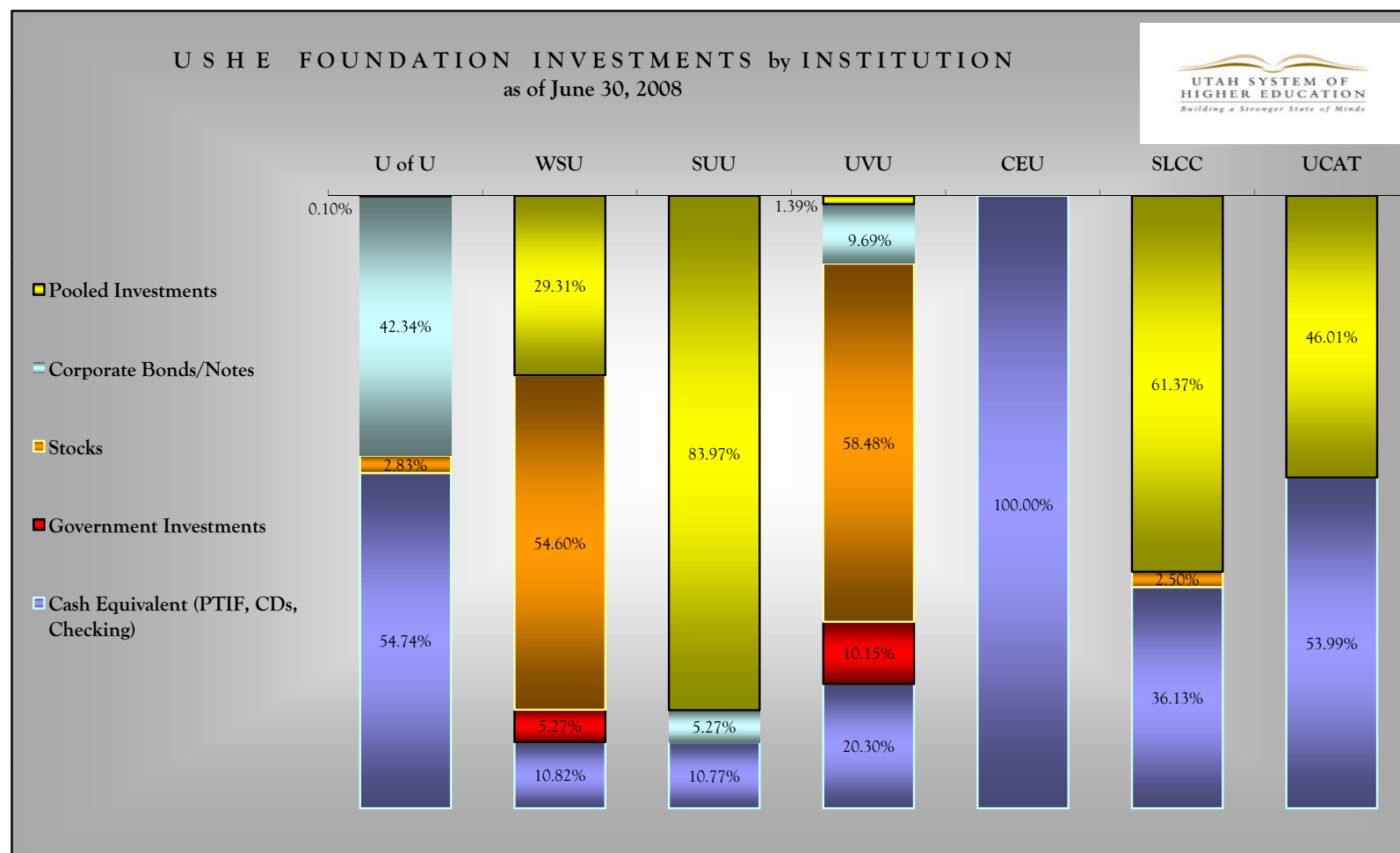
E N D O W M E N T I N V E S T M E N T S									
TOTAL \$ INVESTED	U of U	USU	WSU	SUU	SNOW	DSC	CEU	SLCC	UCAT
\$ 697,196,887	\$ 505,554,766	\$ 78,213,930	\$ 56,534,550	\$ 14,869,576	\$ 8,417,752	\$ 10,014,367	\$ 16,691,675	\$ 6,269,756	\$ 630,515
	72.51%	11.22%	8.11%	2.13%	1.21%	1.44%	2.39%	0.90%	0.09%



* Note: UVU and UHEAA do not have endowments or manage endowments within the foundation

GRAPH 3: This graph indicates the June 30, 2008 investment allocation of foundation funds for each USHE institution.

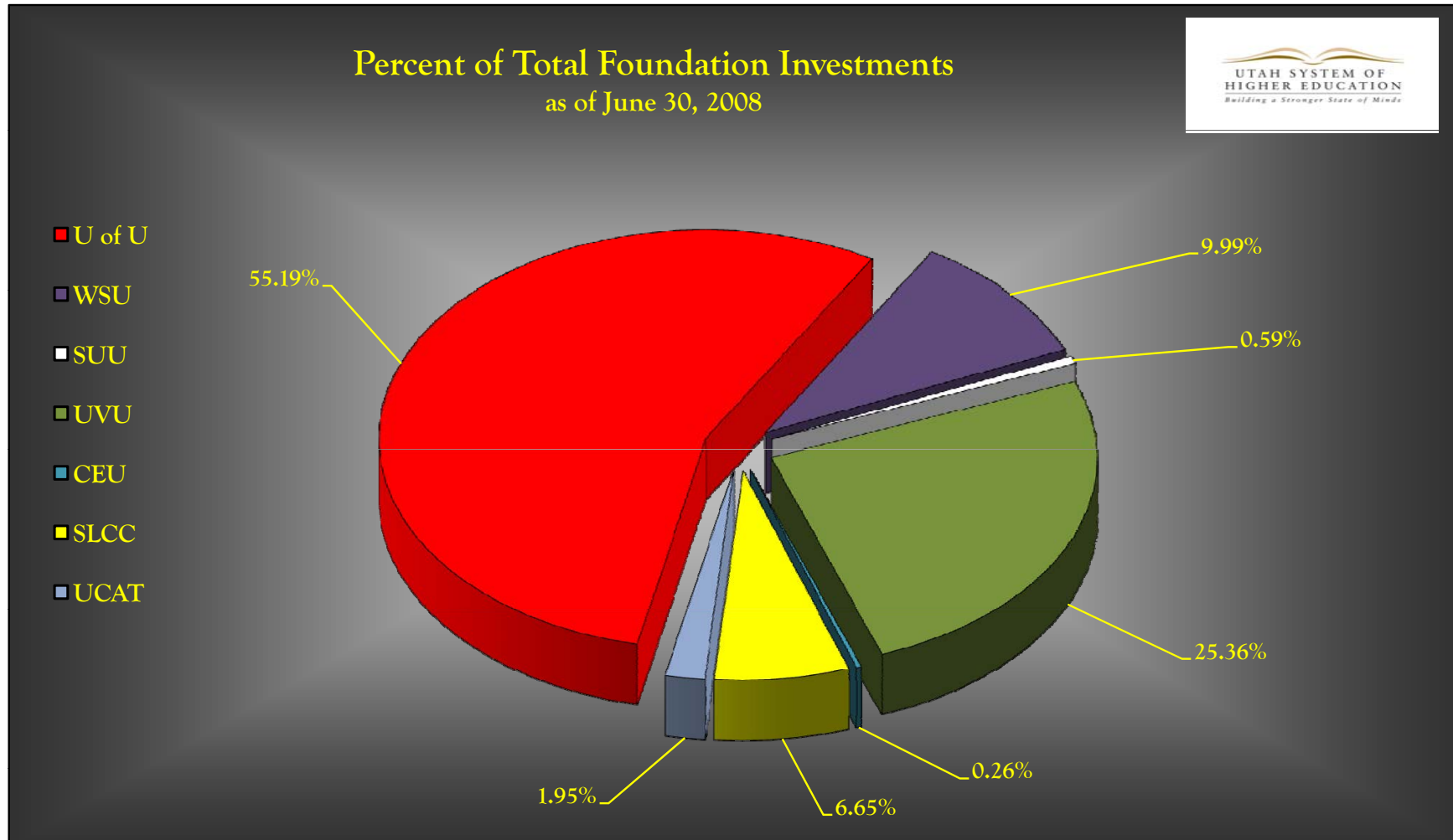
F O U N D A T I O N I N V E S T M E N T S							
CATEGORY OF INVESTMENT	U of U	WSU	SUU	UVU	CEU	SLCC	UCAT
Pooled Investments	0.10%	29.31%	83.97%	1.39%	0.00%	61.37%	46.01%
Corporate Bonds/Notes	42.34%	0.00%	5.27%	9.69%	0.00%	0.00%	0.00%
Stocks	2.83%	54.60%	0.00%	58.48%	0.00%	2.50%	0.00%
Government Investments	0.00%	5.27%	0.00%	10.15%	0.00%	0.00%	0.00%
Cash Equivalent (PTIF, CDs, Checking)	54.74%	10.82%	10.77%	20.30%	100.00%	36.13%	53.99%



*Note: USU blends foundation investments into its endowment; SNOW & UHEAA do not have investments within their foundations or do not have foundations; DSC's foundation reports separately

GRAPH 4: This graph indicates the June 30, 2008 total foundation funds invested for each USHE institution.

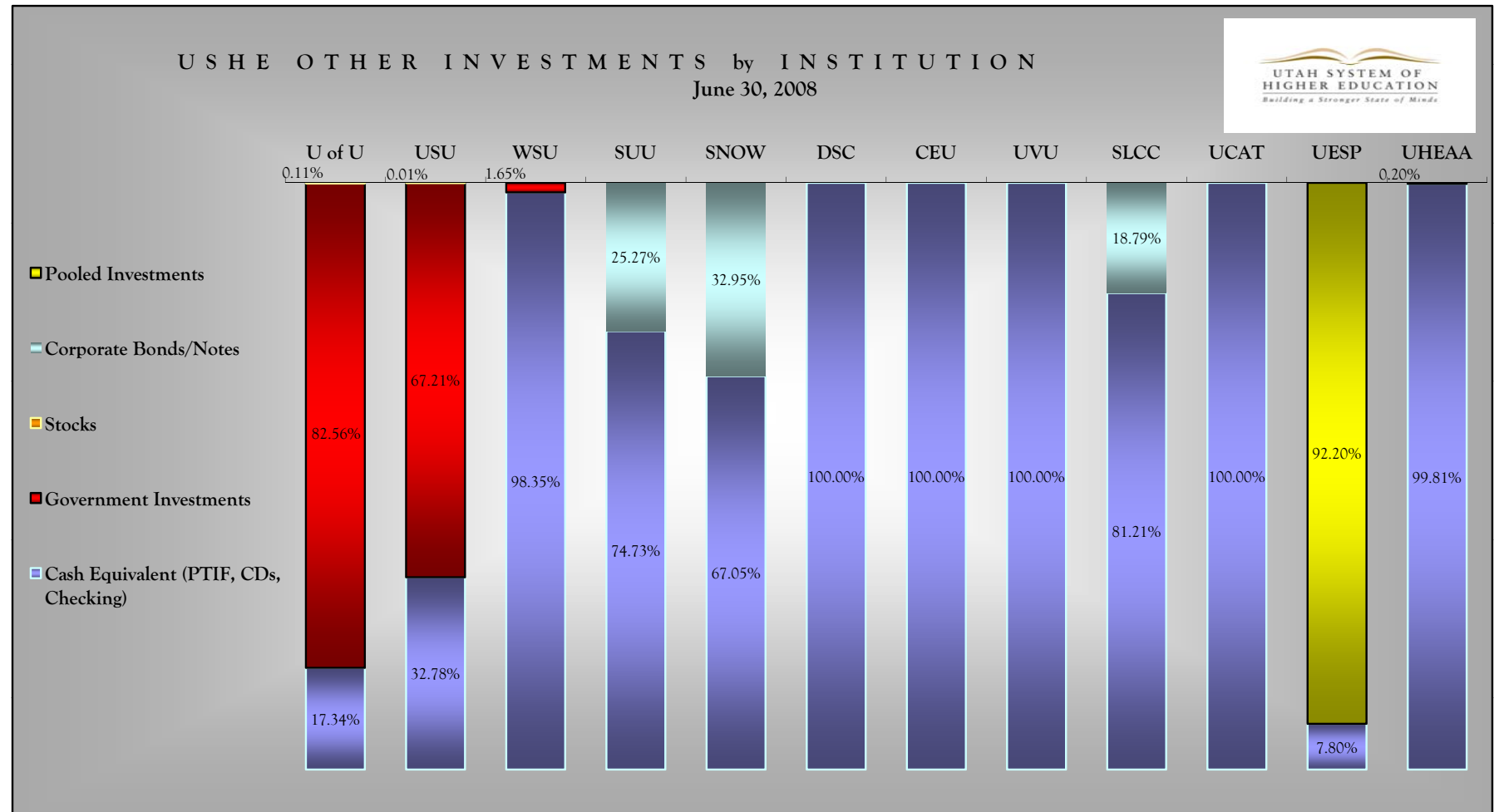
FOUNDATION INVESTMENTS							
TOTAL \$ INVESTED	U of U	WSU	SUU	UVU	CEU	SLCC	UCAT
\$ 95,250,622	\$ 52,568,675	\$ 9,519,331	\$ 559,180	\$ 24,158,663	\$ 246,949	\$ 6,337,159	\$ 1,860,665
	55.19%	9.99%	0.59%	25.36%	0.26%	6.65%	1.95%



*Note: USU blends foundation investments into its endowment; SNOW & UHEAA do not have investments within their foundations or do not have foundations; DSC's foundation reports separately

GRAPH 5: This graph indicates the June 30, 2008 investment allocation of other funds (not endowment or foundation) for each USHE institution.

O T H E R I N V E S T M E N T S												
CATEGORY OF INVESTMENT	U of U	USU	WSU	SUU	SNOW	DSC	CEU	UVU	SLCC	UCAT	UESP	UHEAA
Pooled Investments	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	92.20%	0.00%
Corporate Bonds/Notes	0.00%	0.00%	0.00%	25.27%	32.95%	0.00%	0.00%	0.00%	18.79%	0.00%	0.00%	0.00%
Stocks	0.11%	0.01%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Government Investments	82.56%	67.21%	1.65%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.20%
Cash Equivalent (PTIF, CDs, Checking)	17.34%	32.78%	98.35%	74.73%	67.05%	100.00%	100.00%	100.00%	81.21%	100.00%	7.80%	99.81%



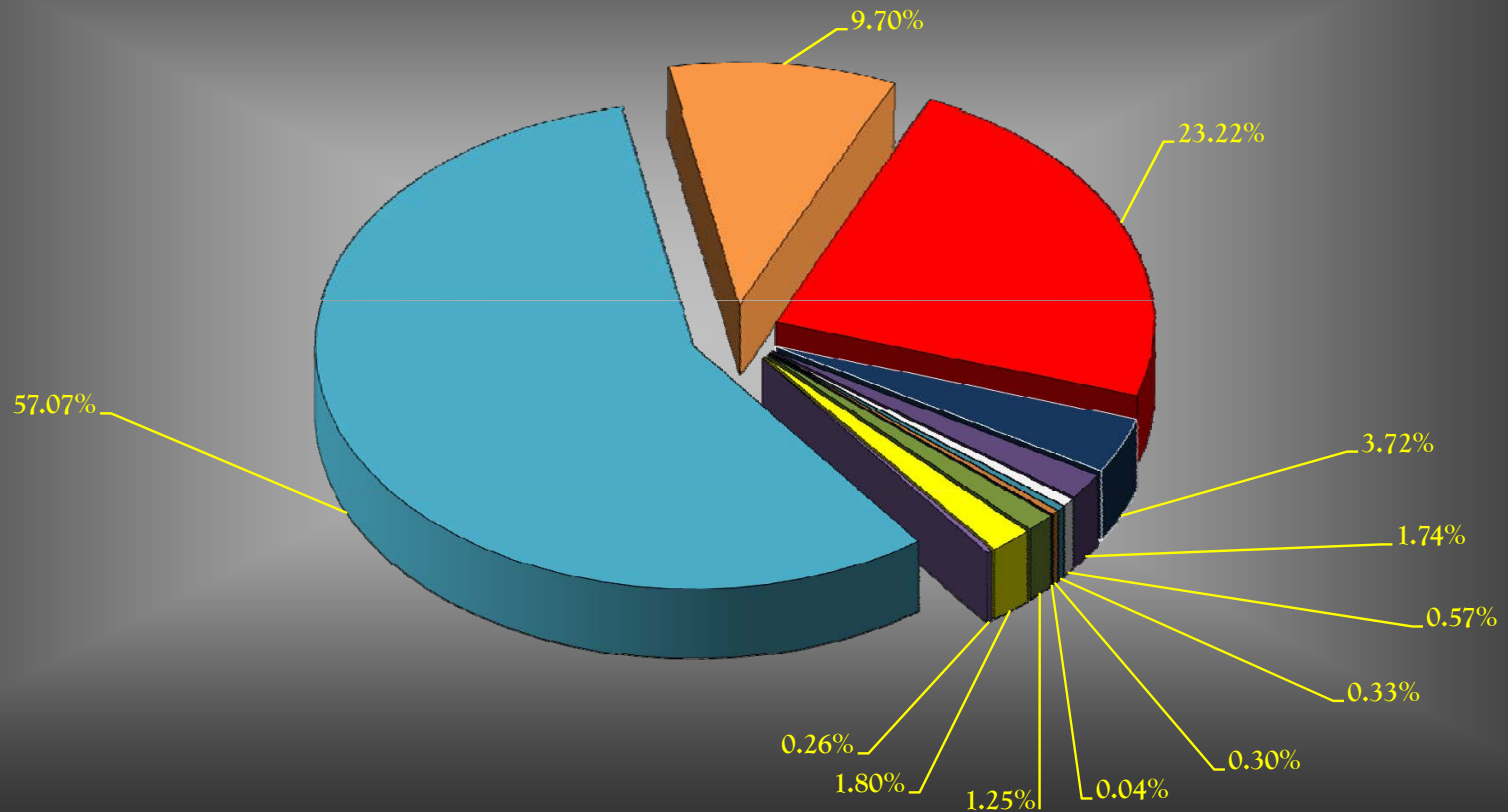
GRAPH 6: This graph indicates the June 30, 2008 total other funds (not endowment or foundation) invested for each USHE institution.

O T H E R I N V E S T M E N T S						
TOTAL \$ INVESTED	U of U	USU	WSU	SUU	SNOW	DSC
\$ 4,523,833,455	\$ 1,050,370,013	\$ 168,088,623	\$ 78,794,438	\$ 25,717,972	\$ 15,116,049	\$ 13,549,003
	23.22%	3.72%	1.74%	0.57%	0.33%	0.30%
	CEU	UVU	SLCC	UCAT	UESP	UHEAA
	\$ 1,808,772	\$ 56,548,836	\$ 81,331,851	\$ 11,803,237	\$ 2,581,864,478	\$ 438,840,183
	0.04%	1.25%	1.80%	0.26%	57.07%	9.70%

Percent of Total Other Investments
as of June 30, 2008



- U of U
- USU
- WSU
- SUU
- SNOW
- DSC
- CEU
- UVU
- SLCC
- UCAT
- UESP
- UHEAA



March 18, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Spring 2009 Enrollment Report

The attached report summarizes the 2008-09 Spring 3rd week enrollment figures for the traditional nine institutions. The report provides information regarding student headcount and FTE counts for both budget-related and self-support students.

The total budget-related student headcount was 125,774 for Spring 2009 compared to 119,253 for Spring 2008. The total budget-related student headcount increased significantly for Spring 2009 compared to Spring 2008 with a total increase of 6,521 students. The FTE count for Spring 2009 at 3rd week was 89,931 compared to 85,235 budget-related FTE students in Spring 2008. This represents an increase of approximately 4,695 FTE students.

Spring 2009 3rd Week Budget Related Headcount Enrollment Report

USHE Institution	Headcount	Change over 2008	FTE	Change over 2008
University of Utah	27,015	163	22,328	181
Utah State University	19,731	681	14,612	558
Weber State University	16,576	1,028	11,115	516
Southern Utah University	6,337	439	5,426	290
Snow College	3,300	311	2,281	152
Dixie State College	5,674	766	4,144	582
College of Eastern Utah	1,751	86	1,223	-
Utah Valley University	21,367	1,678	14,969	1,405
Salt Lake Community College	24,023	1,369	13,832	1,011
USHE Total	125,774	6,521	89,930	4,696

Spring 2009 3rd Week Budget Related FTE Enrollment Report

	Spring 3rd Week FTE	Change over Spring 2008	% Change over Spring 2008
University of Utah	22,328	181	0.82%
Utah State University	14,612	558	3.97%
Weber State University	11,115	516	4.87%
Southern Utah University	5,426	290	5.64%
Snow College	2,281	152	7.14%
Dixie State College	4,144	582	16.35%
College of Eastern Utah	1,223	-	0.02%
Utah Valley State College	14,969	1,405	10.36%
Salt Lake Community College	13,832	1,011	7.88%
USHE Total	89,931	4,695	5.51%

Notes:

*FTEs are based on a formula calculation and are rounded to the nearest one.

Budget-related and self-support enrollment figures are included in the attachment.

Commissioner's Recommendation

This item is for information only.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/JAC
Attachments

Utah System of Higher Education

Spring 2009 3rd Week Headcount Enrollment Report

TOTAL HEADCOUNT				
(Budget Related & Self Support)	PRIOR*	CURRENT*	CHANGE #	CHANGE %
UU	29,122	29,251	129	0.44%
USU	21,186	21,866	680	3.21%
WSU	16,848	19,347	2,499	14.83%
SUU	6,639	7,395	756	11.39%
SNOW	3,187	3,541	354	11.11%
DSC	5,338	6,052	714	13.38%
CEU	1,737	1,790	53	3.05%
UVU	21,431	23,214	1,783	8.32%
SLCC	23,252	25,832	2,580	11.10%
USHE	128,740	138,288	9,548	7.42%

* Headcount can reflect multiple students attending multiple institutions

BUDGET RELATED HEADCOUNT				
	PRIOR	CURRENT	CHANGE #	CHANGE %
UU	26,852	27,015	163	0.61%
USU	19,050	19,731	681	3.57%
WSU	15,548	16,576	1,028	6.61%
SUU	5,898	6,337	439	7.44%
SNOW	2,989	3,300	311	10.40%
DSC	4,908	5,674	766	15.61%
CEU	1,665	1,751	86	5.17%
UVU	19,689	21,367	1,678	8.52%
SLCC	22,654	24,023	1,369	6.04%
USHE	119,253	125,774	6,521	5.47%

Notes:

Source for "Prior" year and "Current" headcount information from USHE Data Warehouse

Utah System of Higher Education

Spring 2009 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	PRIOR	CURRENT	CHANGE #	CHANGE %
UU	22,366	22,546	180	0.80%
USU	14,919	15,969	1,050	7.04%
WSU	11,406	12,327	922	8.08%
SUU	5,336	5,839	503	9.42%
SNOW	2,212	2,377	164	7.43%
DSC	3,599	4,207	608	16.88%
CEU	1,244	1,249	5	0.39%
UVU	14,720	16,221	1,501	10.20%
SLCC	13,055	14,401	1,346	10.31%
USHE	88,858	95,135	6,277	7.06%

BUDGET RELATED FTE	PRIOR	CURRENT	CHANGE #	CHANGE %
UU	22,148	22,328	181	0.82%
USU	14,054	14,612	558	3.97%
WSU	10,599	11,115	516	4.87%
SUU	5,137	5,426	290	5.64%
SNOW	2,129	2,281	152	7.14%
DSC	3,562	4,144	582	16.35%
CEU	1,223	1,223	0	0.02%
UVU	13,564	14,969	1,405	10.36%
SLCC	12,821	13,832	1,011	7.88%
USHE	85,236	89,931	4,695	5.51%

Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one

Source for "Prior" year FTE information 2007 USHE Data Book Tab C Table 8

Utah System of Higher Education

Spring 2009 3rd Week USHE Unduplicated Headcount by Gender

GENDER	PRIOR	CURRENT	CHANGE #	CHANGE %
FEMALE	61,119	66,649	5,530	9.05%
MALE	66,301	70,340	4,039	6.09%
UNKNOWN	15	73	58	386.67%
Total	127,435	137,062	9,627	7.55%

Utah System of Higher Education

Spring 2009 3rd Week USHE Unduplicated Headcount by Ethnicity

Ethnicity	PRIOR	CURRENT	CHANGE #	CHANGE %
American Indian Alaskan	1,411	1,558	147	10.42%
Asian	2,875	3,198	323	11.23%
Black or African American	1,252	1,506	254	20.29%
Hispanic or Latino	6,008	6,840	832	13.85%
Native Hawaiian or Pacific Islander	858	1,167	309	36.01%
Non Resident Alien	3,888	4,500	612	15.74%
Unspecified	11,548	12,351	803	6.95%
White	99,595	105,942	6,347	6.37%
Total	127,435	137,062	9,627	7.55%

March 18, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Update on Institutional Audit Reports to the Regents' Audit Committee

Issue

Regent Policy R-565 requires the Regents to meet as needed to review audits and financial information. As part of this responsibility, the Regent Audit Committee is charged with scheduling meetings as necessary to maintain regular, independent communication and information flow between the Regent Audit Committee and Trustee Audit Committees.

The (Regents) Committee met on January 27, 2009 with the following: institutional trustee audit chairs, institutional trustee board chairs, and - in most cases - campus auditors. Two institutions have not yet reported, with one scheduled to report on April 17.

The Regent Audit Committee expressed a desire for campuses to maintain the internal audit function during these difficult economic times. As part of a follow-up request by the Committee, OCHE staff report that all institutions do plan to maintain the audit function at their campuses, though there may be slight fluctuation in assigned FTEs.

OCHE Audit staff will be available at the meeting to elaborate further, should additional information be desired.

Commissioner's Recommendation

No action is required at this time. This agenda item is for discussion purposes only.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/DAM
Attachment

March 19, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Budget Summary

The legislative actions regarding the higher education budget are reported in Tab A.

Members of the Commissioner's staff will be available at the Board meeting to respond to any questions the Regents may have about the budget.

William A. Sederburg
Commissioner of Higher Education

WAS:jc

March 18, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: USHE – Organizational Collaborations

Issue

For the past several months, a group of institutions and organizations within the Utah System of Higher Education have been exploring the possibility of expanding collaborative efforts in ways that might either improve services or create greater operational efficiencies, or accomplish both goals. An immediate benefit of these discussions has been to revisit existing processes and to build trust amongst discussion participants, even as the longer term goals are further pursued.

In each and every area where discussions have been held, all sides have been committed to proceeding voluntarily; pursuing only those directions that make sense, rather than mandating changes that are not win-win. In doing so, the respective business plans of each organization are honored and an environment of trust-building through open communication is best accomplished. To this point, group discussions have focused on the areas of IT, Financial Aid, and IR; and have involved OCHE (the Office of the Commissioner), Snow College, the College of Eastern Utah, and UHEAA (Utah Higher Education Assistance Authority). Moving forward, additional areas will be targeted and additional institutions will likely become involved.

The open and frank discussion process finds much already in place for which USHE institutions and organizations can rightfully be proud; but perhaps also some instances where strengthened partnerships can further enhance services and/or provide operational efficiencies.

This report is provided primarily to keep Regent members informed as to discussions currently taking place. Should time permit during the meeting, several members who have been involved in one or more of these many discussions have been asked to be prepared to share their thoughts as to the process to-date and potential outcomes from that process. We look forward to continuing and expanding efforts on the collaborative/partnership front.

Commissioner's Recommendation

This is an information item.

WAS/GLS

William A. Sederburg
Commissioner of Higher Education

March 18, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Capital Facilities Update

The legislature approved several of USHE's Capital Facilities projects this session. Of the seven building projects approved for general obligation bonding by the state, five of them were USHE projects (2 for UCAT). In addition, UVU and DSC were granted funds for building design, and all projects submitted by the institutions for projects that are non-state funding projects were approved. Below is a listing of approved projects taken from the summary provided by the state.

Capital Developments

USDB Building Purchase	\$ 6,500,000
SLCC Digital Design Ctr	21,305,000
MATC N. Utah County Campus Bldg	18,800,000
UU School of Business Bldg	22,900,000
OWATC Health Technology Bldg	21,812,000
UNG Upgrades and Repairs to Armories	4,000,000
DSC Centennial Commons Bldg Design	3,000,000
SUU Gibson Science Center	13,851,000
UVU Health Science Bldg Design	2,800,000

Total G.O. Bonds for Buildings: \$114,968,000

Approved Non-State Funded Projects

UU South Campus Housing Project	\$48,000,000
UU USTAR "Green Field" Infrastructure	44,000,000
UU Neuropsychiatric Institute	45,000,000
UU Eccles School of Business Replacemt	64,445,000
UU Kennecott Bldg Renovation/Addn	8,689,000
UU Sorenson Arts and Educ Complex	30,737,000
UU Meldrum Civil Engineering Bldg	4,477,500
UU Universe Project	71,000,000
UVU Economic Development Bldg	2,650,000
UVU Athletic Track	1,200,000
UVU Intramural Playing Fields	600,000
USU Vernal Entrepreneurship Ctr	3,800,000
SUU Baseball and Soccer Complex	2,000,000
DABC Property Purchase	3,800,000
DABC Warehouse Expansion	19,904,000
DNR Interagency Fire Dispatch Center	1,020,000
DNR Vernal Curation Facility	7,500,000
DNR Great Basin Seed Warehouse Addn	650,000
VA Cemetery Upgrades	3,500,000

Total Non-State Funded \$362,972,500

Attached is a spreadsheet showing further detail of what was approved by the legislature.

Commissioner's Recommendation

This is an information item.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachment

USHE - State Bonded Projects

Bill	Ranking by				Institution	Description	State Funds	Other Funds	Total Cost	Sq Ft	Estimated O&M
	Legislature	BB	BoR	UCAT							
SB201	2	3	T1		SLCC	Digital Design/Communication Tech Ctr	\$ 21,305,000	\$ 9,362,500	\$ 30,667,500	19,200	\$ 141,400
SB201	3	4		1	MATC	North Utah County Campus Bldg	18,800,000	-	18,800,000	75,000	513,800
SB201	4	5	T1		U of U	School of Business Replacement/Expansion	22,900,000	57,100,000	80,000,000	188,681	1,055,100
SB201	5	6		2	OWATC	Health Technology Building	21,812,000	700,000	22,512,000	65,000	445,300
SB201	6	12	T3		SUU	Gibson Science Center	13,851,000	5,000,000	18,851,000	42,350	324,400
SB201	design	11	T3		DSC	Centennial Commons Bldg - DESIGN	3,000,000	DESIGN	3,000,000	47,140	DESIGN
SB201	design	13	4		UVU	Science/Health Science Bldg - DESIGN	2,800,000	DESIGN	2,800,000	140,000	DESIGN
Total USHE State Bonded Projects							\$ 104,468,000	\$ 72,162,500	\$ 176,630,500	577,371	\$ 2,480,000

Capital Improvements Projects

	GENERAL Funds	EDUCATION Funds	Total Pooled Capital Improvements
SB2 - Division of funds to be decided by DFCM late March to early April	\$ 25,394,400	\$ 30,268,100	\$ 55,662,500

USHE - State Approved Other Funding Projects

Bill	Institution	Description	Revenue Bonds		Other Funds	Total Cost	Sq Ft	Estimated O&M*
			(HB5)					
HB5	U of U	Eccles School of Business Bldg	\$ -		\$ 64,445,000	\$ 64,445,000	135,000	\$ 644,500
HB5	U of U	Kennecott Building	-		8,689,000	8,689,000	37,400	168,400
HB5	U of U	Sorenson Arts & Education Center	-		30,737,000	30,737,000	85,400	573,600
HB5	U of U	Meldrum Civil Engineering Building	-		4,477,500	4,477,500	11,800	73,800
HB5	U of U	Universe Project**	-		TBD**	TBD**	TBD**	TBD**
HB5	U of U	South Campus Housing Project	48,000,000		-	48,000,000	136,000	-
HB5	U of U	USTAR Green Field Project	44,000,000		-	44,000,000	-	-
2008	U of U	University Neuropsychiatric Institute	45,000,000					
2008	USU	Vernal Entrepreneurship & Energy Research	3,800,000					
HB5	UVU	Business Resource Center	-		2,650,000	2,650,000	12,000	88,600
HB5	UVU	Track & Field Facility	-		1,200,000	1,200,000	-	30,000
HB5	UVU	Intramural Playing Fields	-		600,000	600,000	8 acres	80,000
HB5	SUU	Baseball & Soccer Complex Upgrade	-		2,000,000	2,000,000	6 acres	-
Total USHE State Approved Other Funded Projects			\$ 140,800,000		\$ 114,798,500	\$ 206,798,500		\$ 1,658,900

*Note: Approval of O&M was postponed until "facility meets approved academic and training purposes under Board of Regents policy R710."

**Note: Before entering into a contract with the developer the university shall: 1) present the final contract terms to the Legislature's Executive Appropriations Committee; 2) obtain approval of the State Bldg Board.

March 27, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Strategic Planning Meeting

Issue

Campus Retention Reports summary of "Best Practices" from each USHE institution's presentations given between May and December of 2008 to benefit the entire USHE network.

Background

During May-December 2008, at the request of the Commissioner of Higher Education, institutions presented current and future plans to improve student retention and success to the Board of Regents. This request came as a result of information and issues raised in the 2008 CAO white paper on retention, and the Board of Regents' March Planning Retreat. As a system, we acknowledge that we have only begun to understand the complexity of assuring student success. However, these detailed reports illustrate the positive strides USHE institutions have made in recent years in addressing the issues and challenges of student retention. Furthermore, as a result of these reports, it was evident to the Board that each institution shares a strong commitment to deepen their practices and further their efforts. These institutional reports have been extremely valuable in educating the Regents about each institution's initiatives and programs, and therefore it was determined that a summary of USHE "Best Practices" would be beneficial to the entire network.

Commissioner's Recommendation

No action required. Information item only.

William A. Sederburg
Commissioner of Higher Education

WAS:csm
Attachment

USHE Retention Practices 2009

USHE Institution	Campus-Wide Retention Committee/Office	First-Year Experience Program/Course	Summer Bridge Program	Mandatory Advising for New Students	Early Alert/Midterm Grades	Change of Enrollment Tracking or Leave of Absence	Undergraduate Research	Service-Learning
U of U	Paul Gore, Student Success Special Projects Coordinator 801-581-7233 Paul.Gore@utah.edu	www.leap.utah.edu	www.sa.utah.edu/eop/pdf/JulmpStartFlyer.pdf	www.sa.utah.edu/orientation	Not Applicable	www.sa.utah.edu/admiss/readmit.htm www.return.utah.edu	www.urop.utah.edu	www.sa.utah.edu/bennion
USU	www.usu.edu/rfye www.usu.edu/urc	www.usu.edu/connections	Not Applicable	www.usu.edu/soar	www.usu.edu/rfye/earlyalert	www.usu.edu/rfye/loa	http://research.usu.edu/undergrad	http://studentlife.tsc.usu.edu/servicecenter
WSU	Bruce Bowen, Associate Provost for Enrollment Services, 801-626-6006 babowen@weber.edu	http://weber.edu/fye	http://weber.edu/smartstart	http://weber.edu/admissions/s	http://weber.edu/SSC/EARS.html	www.weber.edu/Admissions/PAWS.html	http://weber.edu/OUR	www.weber.edu/CommunityInvolvement
SUU	Committee members made up of department heads and faculty. Administered by Provost's Office .	www.suu.edu/ss/success/univ1000	Jill Wilks Director of First Year Experience and Learning Assistance 435-586-7847 wilks@suu.edu	www.suu.edu/ss/success	5th Week Report for Freshmen, Student Athletes, and International Students	http://suu.edu/ss/financial/pdf/defermentform.pdf	www.suu.edu/uqrasp	www.suu.edu/ss/service
UVU	www.uvu.edu/retention	www.uvu.edu/firstyear	Axel Ramirez, Latino Educators of Tomorrow 801-863-8091 axel.ramirez@uvu.edu	www.uvsc.edu/careeracad/academic/newStudents.html	www.uvu.edu/retention/alert/index.html	www.uvu.edu/firstyear/support/leave.html	www.uvu.edu/urip	www.uvu.edu/volunteer
DSC	www.dixie.edu/reg/sem/sem.html	Not Applicable	Not Applicable	Not Applicable	David Roos, Executive Director for Enrollment Services, 435-652-7704 Droos@dixie.edu	Not Applicable	Theda Wrede 435-652-7821 wrede@dixie.edu	www.dixie.edu/reg/service-learning.html
SNOW	Craig Mathie, VP for Student Success, 435-893-2216 craig.mathie@snow.edu	www.snow.edu/startsmart.html	Not Applicable	www.snow.edu/advise	Susan Larsen, Dir. Student Success Center 435-283-7317 susan.larsen@snow.edu	www.snow.edu/images/leave.pdf	Not Applicable	www.snow.edu/servicelearning/
CEU	Shanny Wilson, Director of Academic Advising and Orientation - Iterim Chair 435-613-5623 shanny.wilson@ceu.edu	Shanny Wilson, Director of Academic Advising and Orientation 435-613-5623 shanny.wilson@ceu.edu	Not Applicable	Shanny Wilson, Director of Academic Advising and Orientation 435-613-5623 shanny.wilson@ceu.edu	Shanny Wilson, Director of Academic Advising and Orientation 435-613-5623 shanny.wilson@ceu.edu	Shanny Wilson, Director of Academic Advising and Orientation 435-613-5623 shanny.wilson@ceu.edu	Not Applicable	www.ceu.edu/sun/ www.ceu.edu/svclearning/
SLCC	Joe Peterson, VP for Academic Services 801-957-4182 joe.peterson@slcc.edu & Denece Huftalin, VP of Student Services 801-957-4284 denece.huftalin@slcc.edu	www.slcc.edu/orientation	http://www.slcc.edu/ss/quest.asp	Not Applicable	http://www.slcc.edu/academicstandards/index.asp	Not Applicable	Not Applicable	www.slcc.edu/thaynecenter
UCAT		Uintah Basin-ATC			Ogden-Weber ATC			

March 18, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Recap of the 2009 Legislative General Session

A report on the 2009 General Session of the Utah State Legislature will be presented to the Committee of the Whole on Thursday morning (see Tab A). The Strategic Planning and Communications Committee should discuss any follow-up issues from that discussion. In addition, attached is a report on 2009 Legislative Advocacy (attached), and some discussion issues regarding legislative advocacy for 2010.

Recommendation

This is a discussion item. The Commissioner recommends that the Strategic Planning and Communications Committee follow-up on issues from Thursday's discussion by the Committee of the Whole on the 2009 Legislative Session, review Legislative Advocacy Report for 2009, and discuss legislative advocacy for 2010. The Committee should then provide feedback to the Commissioner and his staff and to the full Board of Regents as to future steps to be taken.

William A. Sederburg
Commissioner of Higher Education

WAS/DB

2010 Legislative Advocacy
Discussion Issues
March 18, 2009

1- Start Earlier

- We have the “luxury” of knowing what the major higher education issue will be for the 2010 Legislative Session—prevent the “17% budget cut” (8% more in FY 2011 than FY2010).
- If the economy has improved, seek restoration of funding to base budget as well as institutional priorities and enrollment growth.
- Find ways to engage legislators and community leaders earlier throughout the State, using the Commissioner and Presidents to deliver a consistent message.

2- Pre-Legislative Meetings

- Continue with the regional breakfasts and lunches as before?
- Changes in format, content, etc.?

3- Higher Education Day Luncheon

- Tentatively scheduled for Friday, February 19
- Continue? Changes?

4- Friends of Utah Higher Education

- Next steps?
- Co-Chairs?
- Fundraising?
- Tie-in or coordinate with the Business Roundtable?

5- Incorporate Overall Communications Message and Public Advocacy and Strategy with Legislative Advocacy.

- Articulate clearly messages that resonate with the public about the importance of higher education to Utahns individually and to the state as the whole.

Report on 2009 Legislative Advocacy

March 18, 2009

In addition to a number of private meetings with key legislators and the Commissioner, Presidents, and legislative liaisons, and the individual efforts of Presidents and their institutions, the following system activities took place to share USHE's message with and gain support from legislators leading up to and during the Legislative Session.

Breakfast/Lunch meetings were held with Presidents and Regents for the following institutions/regions:

All events privately sponsored. In total, 55 legislators attended.

- Utah Valley University, Snow College, College of Eastern Utah
 - November 13, Noon, in Provo
 - 14 legislators attended (88% of those invited)
- Southern Utah University, Dixie State College
 - November 14, Noon, in St. George
 - 4 legislators attended (57% of those invited)
- Utah State University
 - November 24, Noon, Old Main at USU
 - 5 legislators attended (83% of those invited)
- University of Utah, Salt Lake Community Collegeⁱ
 - December 4, 7:30 a.m., in Salt Lake City
 - 21 legislators attended (51% of those invited)
- Weber State University
 - January 6, 7:30 a.m., at Davis Campus of WSU
 - 11 legislators attended (52% of those invited)

Higher Education Day Luncheon (Sponsored by Rocky Mountain Power)

- Friday February 6, Capitol Rotunda
- Numerous Regents, Trustees attended along with Presidents and Student Body Presidents
- 61 Legislators attended (59%)

(continued)

Friends of Utah Higher Education Organized

- Regents Bob Marquardt and Jerry Atkin, University of Utah Trustee Clark Ivory, and former Regent Kem Gardner co-hosted a luncheon in Salt Lake City for business leaders. Approximately 40 business men and women attended and formed the nucleus of a private group of business leaders in support of higher education which grew to over 100 members by the end of the Legislative Session.
- Prior to the session individual meetings were held between business leaders and key legislators.
- During the session private funds were used to staff (Steve Hunter) and provide a weekly breakfast for the Higher Education Caucus. Sponsors included Management & Training Corporation, Zions Bank, Wells Fargo Bank, Intermountain Health Care, inthinc, the Salt Lake Chamber, and Alan Hall. Typically between 15 and 25 legislators attended, along with the Commissioner, Presidents, and business leaders.

Private Sector Networking

- Information shared with and support gained for key higher education legislative initiatives with the Salt Lake Chamber and United Way of Salt Lake and Tooele, among other organizations.

Trustee Advocates

- Eighteen Trustee Advocates were invited to participate with a core group of four Regents (Holbrook, Karras, Marquardt and Snow).
- Initial meeting was held on February 6 (later than planned due to scheduling issues).
- Decision was made to merge with Friends of Utah Higher Education.

Institutional Coordination and Communication

- Legislative Liaisons from each USHE institution participated in a twice-weekly meeting every Monday and Thursday of the Legislative Session with Commissioner's staff to review legislation, share information, and coordinate efforts.
- Associate Commissioner Buhler prepared and distributed every Monday a weekly summary of legislative activities to all Regents, Presidents, and Trustee Chairs and Vice Chairs.

ⁱ Presidents Young and Bioteau were unable to attend

March 27, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Strategic Planning Meeting

Issue

To review the suggested action items from the March 26 group discussions to formulate an implementation plan in order to accomplish the Board of Regents' strategic goals and objectives.

Background

During the March 26, 2008 Strategic Planning Meeting of the Board of Regents, strategic goals and objectives were determined, which will help shape the focus the resources of the Board of Regents and the Office of the Commissioner of Higher Education. Additionally, groups were formed according to institutional mission and program degree offerings to build institutional networks in fulfilling the Board of Regents' strategic goals and objectives. Each group filled out a *Goal Action Matrix* report noting their observations, recommendations and suggested actions to be taken by the Board of Regents, the institutional Boards of Trustees, the Commissioner, and the Presidents to achieve each identified common goal and objective. This information needs to be reviewed and an implementation plan developed.

Commissioner's Recommendation

No action required. Committee discussion purposes only.

William A. Sederburg
Commissioner of Higher Education

WAS:csm

March 27, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Strategic Planning Meeting

Issue

To determine the focus and approach of the Board of Regents' strategic discussions as part of upcoming Board meetings to advance the Board of Regents' strategic goals and objectives.

Background

At the beginning of each Board of Regents meeting there is an established period to engage the Board in strategic discussions through the sharing of pertinent information that will help advance the Board of Regents' strategic goals and objectives.

Commissioner's Recommendation

No action required. Committee discussion purposes only.

William A. Sederburg
Commissioner of Higher Education

WAS:csm

March 18, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Public Advocacy for 2009-2010

Associate Commissioner David Buhler and Assistant Commissioner Spencer Jenkins are preparing an updated public advocacy plan. This plan will guide our efforts to communicate with community leaders and the general public about the importance of higher education to the future of individual Utahns and to the state as a whole. An outline of this draft plan is attached.

Recommendation

This is a discussion item. The Commissioner recommends that the Strategic Planning and Communications Committee discuss the outline of the draft Public Advocacy Plan for 2009-2010, make suggestions, and provide feedback and direction to the Commissioner's staff and to the full Board of Regents.

William A. Sederburg
Commissioner of Higher Education

WAS/DB
Attachment

Promote a concise message

Define the message

Develop a well-defined and executable message that supports all institutions with a concrete, achievable, short-term outcome. The message should align to State Board of Regents strategic goals and priorities.

Earn media coverage

Pitch the message to local editorial boards, local business magazines, and national higher education publications.

Share the message

Solicit the resources and assistance of USHE institutions to help fund the message and provide value to institutions individually.

Advocate the higher education message

Local events

Participate in events sponsored by the *Friends of Utah Higher Education* to advocate higher education issues. Work with institutions to hold regional events with legislators, business leaders, Regents, and institution presidents throughout the year.

Engage champions

Through the *Friends of Utah Higher Education* and other affiliate groups (Chambers of Commerce, United Way, etc.), identify and engage prominent individuals who are willing to rally support for higher education through local event participation, op-ed columns, contact with elected officials, etc. Recruit 1,000 business and community leaders to support higher education goals.

Align existing advocacy and outreach channels within USHE to Regents' priorities

Web

The internet provides the most economical means for publicizing higher education issues statewide. Without competing with USHE's institution websites, USHE should establish a web presence that is the authoritative policy source on higher education in Utah. OCHE, UHEAA, and UESP can improve its coordination and messaging to be more focused on the priorities of the Regents.

Print

Consolidate existing resources that currently support print publications such as the Data Book, the Annual Student Guide, Measuring Up and other publications to better coordinate advocacy messages.

Forums

Coordinate the agendas of statewide higher education forums such as the Governor's Utah Business Roundtable, counselor articulation conferences, the Utah Council, Utah Scholars, and the Majors Guide.

March 18, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Tuition Increases for 2009-2010 (1st- and 2nd- tier)

Issue

Regents are asked to review and finalize first- and second-tier tuition increases for 2009-2010 for all 10 USHE institutions.

At the time of printing, 2009-2010 second-tier tuition rate increases had not been finalized for the USHE institutions. The proposed first-tier tuition rate increase is 1%. Currently, the proposed second-tier tuition rate increases will range from 3% to 8.9%. Proposed tuition rate increases will be collected from the institutions and be hand carried to the meeting.

The Commissioner's staff has prepared three attachments providing benchmark and comparative data regarding tuition rates.

- Attachment 1 provides benchmark inflation and national and regional tuition increase information
- Attachment 2 provides tuition comparisons with WICHE and Rocky Mountain States.
- Attachment 3 provides a tuition comparison chart with WICHE and Rocky Mountain States.

Commissioner's Recommendation

The Commissioner's staff will review information from the institutions regarding the second-tier tuition increase and prepare a summary report for the Regents' review and approval. Information will be presented during the March 26 meeting.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM

USHE 2009-10 Tuition Increase

Benchmark Inflation and Tuition Increase Information

Table 1. General Inflation Indicator

Consumer Price Index, July 1997 to December 2008

	7/97 to 6/98	7/98 to 6/99	7/99 to 6/00	7/00 to 6/01	7/01 to 6/02	7/02 to 6/03	7/03 to 6/04	7/04 to 6/05	7/05 to 6/06	7/06 to 6/07	7/07 to 6/08	1/08 to 12/08
Academic Year Increase	1.6%	1.8%	3.4%	3.0%	1.4%	2.0%	3.2%	2.7%	3.8%	2.4%	5.0%	
Most Recent 12-months (January to December)												-0.4%

Source: Bureau of Labor Statistics. Consumer Price Index--Urban (Not Seasonally Adjusted) June to July. February 2009 (www.bls.gov).

Table 2. Higher Education Inflation Indicator

Higher Education Price Index, July 1997 to June 2008

	7/97 to 6/98	7/98 to 6/99	7/99 to 6/00	7/00 to 6/01	7/01 to 6/02	7/02 to 6/03	7/03 to 6/04	7/04 to 6/05	7/05 to 6/06	7/06 to 6/07	7/07 to 6/08
Academic Year Increase	3.5%	2.4%	4.1%	4.9%	4.1%	2.9%	4.6%	3.6%	5.0%	3.4%	3.6%

Source: HEPI, Research Associates of Washington and Common Fund Institute. Higher Education Price Index. 2008 Update.

Table 3. Regional Tuition Indicator

WICHE Region Tuition & Fee Increases at Public Institutions, 1997-98 to 2008-09

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Public Four-year Institutions												
Resident Undergrad.	4.2%	1.3%	2.5%	3.1%	4.7%	6.3%	14.9%	10.0%	8.6%	6.6%	8.4%	6.3%
Resident Graduate	3.2%	2.9%	2.6%	4.5%	4.7%	6.5%	15.3%	12.3%	9.7%	7.1%	6.0%	8.7%
Nonresident Undergrad.	4.2%	3.0%	2.8%	2.8%	4.6%	9.1%	8.4%	10.6%	5.0%	5.8%	3.2%	5.1%
Nonresident Graduate	3.4%	3.0%	3.6%	3.0%	4.1%	8.2%	8.6%	11.3%	4.7%	3.2%	4.4%	5.8%
Public Two-year Institutions												
Resident	2.9%	11.0%	4.4%	-1.3%	7.3%	8.9%	9.6%	9.0%	8.5%	5.8%	4.1%	4.6%
Nonresident	3.2%	2.9%	2.8%	3.6%	3.5%	4.8%	7.8%	3.1%	9.0%	2.5%	0.9%	7.3%

1997-98 through 2008-09 Sources: WICHE. Tuition and Fees in Public Higher Education in the West 2008-2009.

Table 4. National Tuition Indicator

National Average Tuition Increases at Public Institutions, 1999-2000 to 2007-08

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-2008
Research Universities									
Resident Undergrad.		3.5%	5.0%	6.5%	9.8%	11.2%	9.2%	8.3%	7.2%
Resident Graduate		4.0%	5.1%	6.0%	9.0%	11.1%	9.6%	7.8%	7.7%
Nonresident Undergrad.		4.5%	4.6%	6.1%	9.3%	9.2%	7.4%	7.4%	6.1%
Nonresident Graduate		4.8%	5.0%	5.9%	8.1%	8.9%	7.5%	6.9%	6.2%
Comprehensive Institutions									
Resident Undergrad.		3.6%	4.7%	6.9%	10.5%	11.6%	9.0%	7.1%	6.8%
Resident Graduate		4.1%	5.2%	7.6%	9.9%	12.7%	8.6%	7.6%	6.2%
Nonresident Undergrad.		3.8%	4.2%	6.7%	9.0%	9.5%	7.5%	6.1%	4.3%
Nonresident Graduate		4.5%	4.4%	7.1%	8.7%	9.9%	7.2%	5.8%	4.6%
Community Colleges									
Resident		2.9%	5.9%	4.9%	8.9%	8.9%	8.1%	6.8%	5.5%
Nonresident		4.7%	2.4%	4.2%	9.7%	4.9%	6.2%	4.8%	4.9%

1999-00 through 2007-08 Sources: Washington Higher Education Coordinating Board. Tuition and Fee Rates: A National Comparison. 2007-08

USHE 2009-10 Tuition Increase

Benchmark Inflation and Tuition Increase Information

Table 5. Tuition Increase History

USHE Undergraduate Resident and Nonresident Tuition Increases, 1997-98 to 2008-09

	1997-98	1998-99	1999-00	2000-01	2001-02 ⁽³⁾	2002-03 ⁽³⁾	2003-04 ⁽³⁾	2004-05 ⁽³⁾	2005-06 ⁽³⁾	2006-07 ⁽³⁾	2007-08 ⁽³⁾	2008-09 ⁽³⁾
Resident Increases												
UU	3.8%	2.7%	3.0%	4.0%	6.8%	9.6%	11.5%	10.0%	7.9%	9.5%	7.5%	6.0%
USU	3.8%	2.7%	3.0%	4.0%	9.0%	9.5%	9.5%	7.0%	9.8%	8.0%	7.0%	6.0%
WSU	3.8%	2.7%	3.0%	4.0%	7.0%	9.0%	9.5%	10.1%	9.8%	8.5%	7.0%	5.5%
SUU	3.8%	2.7%	3.0%	5.8%	7.5%	9.0%	23.5%	11.0%	9.5%	8.0%	7.0%	7.0%
Snow	3.8%	2.7%	3.0%	4.0%	5.5%	9.5%	9.4%	9.1%	9.5%	9.0%	5.5%	4.5%
Dixie	3.8%	2.7%	3.0%	4.0%	5.5%	5.0%	7.3%	7.6%	5.1%	31.1%	9.0%	6.5%
CEU	3.8%	2.7%	3.0%	4.0%	5.5%	8.0%	8.5%	7.0%	7.0%	8.5%	4.0%	4.5%
UVU	3.8%	2.7%	3.0%	4.0%	12.5%	19.5%	12.5%	14.5%	8.8%	9.0%	6.7%	6.3%
SLCC	3.8%	2.7%	3.0%	4.0%	5.5%	9.0%	8.5%	8.0%	7.4%	4.0%	6.0%	5.4%
USHE Average ⁽¹⁾	3.8%	2.7%	3.0%	4.2%	7.2%	9.8%	11.1%	9.4%	8.3%	10.6%	6.6%	5.7%
USHE First-tier only ⁽²⁾					5.5%	4.0%	4.5%	3.0%	3.5%	4.0%	4.0%	3.5%
Nonresident Increases												
UU	3.8%	2.7%	3.0%	4.0%	6.8%	9.6%	11.5%	10.0%	7.9%	9.5%	7.5%	6.0%
USU	3.8%	2.7%	3.0%	4.0%	9.0%	9.0%	9.5%	7.0%	9.7%	8.0%	7.0%	6.0%
WSU	3.2%	2.8%	3.0%	4.0%	7.0%	7.0%	9.5%	10.0%	9.8%	8.5%	7.0%	0.0%
SUU	3.8%	2.7%	3.0%	5.8%	5.5%	5.5%	11.8%	11.0%	9.5%	8.0%	7.0%	7.0%
Snow	3.8%	2.7%	3.1%	4.0%	5.5%	5.5%	4.5%	3.0%	9.5%	4.0%	5.5%	4.5%
Dixie	3.8%	2.7%	3.0%	4.0%	5.5%	5.5%	7.5%	7.8%	5.1%	23.6%	4.0%	6.5%
CEU	3.8%	2.8%	6.3%	4.0%	5.5%	5.5%	8.6%	7.1%	7.0%	8.5%	4.0%	-50.1%
UVU	3.8%	2.7%	3.0%	4.0%	12.5%	12.5%	12.5%	14.5%	8.8%	9.0%	6.7%	4.3%
SLCC	3.7%	2.7%	3.0%	4.0%	5.5%	5.5%	8.5%	8.0%	7.4%	4.0%	6.0%	5.4%
USHE Average ⁽¹⁾	3.7%	2.7%	3.4%	4.2%	7.0%	7.3%	9.3%	8.7%	8.3%	9.2%	6.1%	-1.1%
USHE First-tier only ⁽²⁾					5.5%	4.0%	4.5%	3.0%	3.5%	4.0%	4.0%	3.5%

(1) Simple Average.

(2) The systemwide first-tier increase is shown for 2001-02 through 2008-09. This amount applied to all institutions. Institutional amounts include both first and second-tier increases. First-tier increases included an 0.5% set aside for need-based student financial aid in 2002-03 and 2003-04.

(3) Percentages represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

Table 6. Tuition Increase Revenue Impact

Estimated Impact of 1% and 4% Tuition Increase on Tuition Revenue

	UU	USU	WSU	SUU	Snow	Dixie	CEU	UVU	SLCC	USHE
Revenue w/ 1% Increase	\$1,419,374	\$712,766	\$447,534	\$214,128	\$57,319	\$102,844	\$28,345	\$584,059	\$402,877	\$3,969,246
Revenue w/ 4% Increase	\$5,677,496	\$2,851,064	\$1,790,136	\$856,512	\$229,276	\$411,376	\$113,380	\$2,336,236	\$1,611,508	\$15,876,984

Table 7. Tuition Increase Rate Impact

Impact of 1% and 4% Tuition Increase on Full-time Tuition Rates

	UU	USU	WSU	SUU	Snow	Dixie	CEU	UVU	SLCC	USHE ⁽¹⁾
Resident Undergraduate										
2008-09 Full-time Rate	\$4,526	\$3,832	\$3,153	\$3,502	\$1,966	\$2,442	\$1,900	\$3,188	\$2,286	\$2,977
1% Increase	\$45	\$38	\$32	\$35	\$20	\$24	\$19	\$32	\$23	\$30
4% Increase	\$181	\$153	\$126	\$140	\$79	\$98	\$76	\$128	\$91	\$119
Resident Graduate^{(2), (3)}										
2008-09 Full-time Rate	\$3,955	\$3,589	\$3,184	\$4,452				\$ 3,580		\$3,752
1% Increase	\$40	\$36	\$32	\$45				\$36		\$38
4% Increase	\$158	\$144	\$127	\$178				\$143		\$150
Nonresident Undergraduate										
2008-09 Full-time Rate	\$15,841	\$12,338	\$10,460	\$11,556	\$7,848	\$12,015	\$3,800	\$10,950	\$8,000	\$10,312
1% Increase	\$158	\$123	\$105	\$116	\$78	\$120	\$38	\$110	\$80	\$103
4% Increase	\$634	\$494	\$418	\$462	\$314	\$481	\$152	\$438	\$320	\$413
Nonresident Graduate^{(2), (3)}										
2008-09 Full-time Rate	\$13,959	\$12,562	\$10,562	\$14,692				\$ 12,100		\$12,775
1% Increase	\$140	\$126	\$106	\$147				\$121		\$128
4% Increase	\$558	\$502	\$422	\$588				\$484		\$511

(1) Simple Average.

(2) General graduate tuition rates only, differential graduate tuition rates not included. (Weber and SUU Masters of Education Program)

(3) Graduate tuitions may be less than undergraduate because a full-time load for a graduate student (10 credits) is less than an undergraduate (15 credits).

USHE 2009-10 Tuition Increase

March 2009

WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2008-09

Table 8. Resident Undergraduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾								Rocky Mountain State Comparisons ⁽²⁾							
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. ⁽⁴⁾ Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. ⁽⁴⁾ Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	
UofU	Doc. - Very High Research	20 of 21	5,285	8,639	4,834	6,918	61%	76%		7 of 8	5,285	7,278	4,834	5,816	73%	91%	
USU	Doc. - High Research	5 of 15	4,445	11,239	3,621	5,469	40%	81%		8 of 9	4,445	11,239	3,621	5,763	40%	77%	
WSU	Masters Medium Programs	6 of 9	3,854	6,240	3,431	4,481	62%	86%		4 of 5	3,854	5,659	3,431	4,494	68%	86%	
SUU	Masters Smaller Programs	4 of 5	4,028	5,329	3,342	4,476	76%	90%		2 of 2	4,028	5,044	4,028	4,536	80%	89%	
Snow	Two-Year	84 of 255	2,347	4,583	600	1,691	51%	139%		29 of 78	2,347	3,933	704	2,179	60%	108%	
DSC	All Bacc.	23 of 23	2,893	6,093	2,693	4,179	47%	69%		11 of 11	2,893	5,781	2,893	4,252	50%	68%	
CEU	Two-Year	89 of 255	2,242	4,583	600	1,691	49%	133%		33 of 78	2,242	3,933	704	2,179	57%	103%	
UVU	All Bacc.	17 of 23	3,752	6,497	2,893	4,489	58%	84%		8 of 11	3,752	5,781	2,893	4,252	65%	88%	
SLCC	Two-Year	77 of 255	2,660	4,583	600	1,691	58%	157%		23 of 78	2,660	3,933	704	2,179	68%	122%	

Table 9. Resident (General) Graduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾								Rocky Mountain State Comparisons ⁽²⁾							
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. ⁽⁴⁾ Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. ⁽⁴⁾ Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	
UofU	Doc. - Very High Research	21 of 21	5,250	11,360	5,250	8,862	46%	59%		8 of 8	5,250	8,934	5,250	6,709	59%	78%	
USU	Doc. - High Research	14 of 15	4,824	12,144	4,462	6,463	40%	75%		9 of 9	4,824	11,239	4,824	6,225	43%	77%	
WSU	Masters Medium Programs	8 of 9	4,117	9,846	3,623	5,428	42%	76%		4 of 5	4,117	7,037	3,623	5,054	59%	81%	
SUU	Masters Smaller Programs	4 of 5	4,978	7,806	3,726	6,000	64%	83%		2 of 2	4,978	6,392	4,978	5,685	78%	88%	

Table 10. Nonresident Undergraduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾								Rocky Mountain State Comparisons ⁽²⁾							
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. ⁽⁴⁾ Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. ⁽⁴⁾ Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	
UofU	Doc. - Very High Research	20 of 21	16,601	29,247	15,708	23,257	57%	71%		7 of 8	16,601	26,756	15,708	19,188	62%	87%	
USU	Doc. - High Research	13 of 15	12,951	25,249	7,128	15,243	51%	85%		8 of 9	12,951	25,249	11,031	15,780	51%	82%	
WSU	Masters Medium Programs	8 of 9	11,160	17,945	6,240	12,980	62%	86%		5 of 5	11,160	17,945	11,160	13,691	62%	82%	
SUU	Masters Smaller Programs	3 of 5	12,086	16,189	8,886	12,648	75%	96%		1 of 2	12,086	12,086	12,023	12,055	100%	100%	
Snow	Two-Year	43 of 255	8,227	12,119	960	6,822	68%	121%		30 of 78	8,227	12,119	960	6,721	68%	122%	
DSC	All Bacc.	20 of 23	10,063	16,692	7,197	12,523	60%	80%		11 of 11	10,063	16,512	10,063	13,126	61%	77%	
CEU	Two-Year	228 of 255	4,142	12,119	960	6,822	34%	61%		61 of 78	4,142	12,119	960	6,721	34%	62%	
UVU	All Bacc.	18 of 23	11,514	16,692	7,197	12,523	69%	92%		9 of 11	11,514	16,512	10,063	13,126	70%	88%	
SLCC	Two-Year	38 of 255	8,374	12,119	960	6,822	69%	123%		28 of 78	7,958	12,119	960	6,721	66%	118%	

Table 11. Nonresident (General) Graduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾								Rocky Mountain State Comparisons ⁽²⁾							
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. ⁽⁴⁾ Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. ⁽⁴⁾ Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	
UofU	Doc. - Very High Research	20 of 21	16,761	26,660	16,114	21,898	63%	77%		7 of 8	16,761	24,126	16,114	18,803	69%	89%	
USU	Doc. - High Research	10 of 15	15,350	25,243	11,992	16,187	61%	95%		7 of 9	15,350	25,243	12,753	16,866	61%	91%	
WSU	Masters Medium Programs	8 of 9	12,154	19,602	9,846	14,105	62%	86%		5 of 5	12,154	19,602	12,154	14,569	62%	83%	
SUU	Masters Smaller Programs	4 of 5	15,218	20,536	9,270	15,198	74%	100%		2 of 2	15,218	15,623	15,218	15,421	97%	99%	

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2008-09

Notes:

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

(3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.

(4) Simple average.

USHE 2009-10 Tuition Increase

Figure 1. Resident Undergraduate Regional Tuition & Fee Comparisons, 2008-09

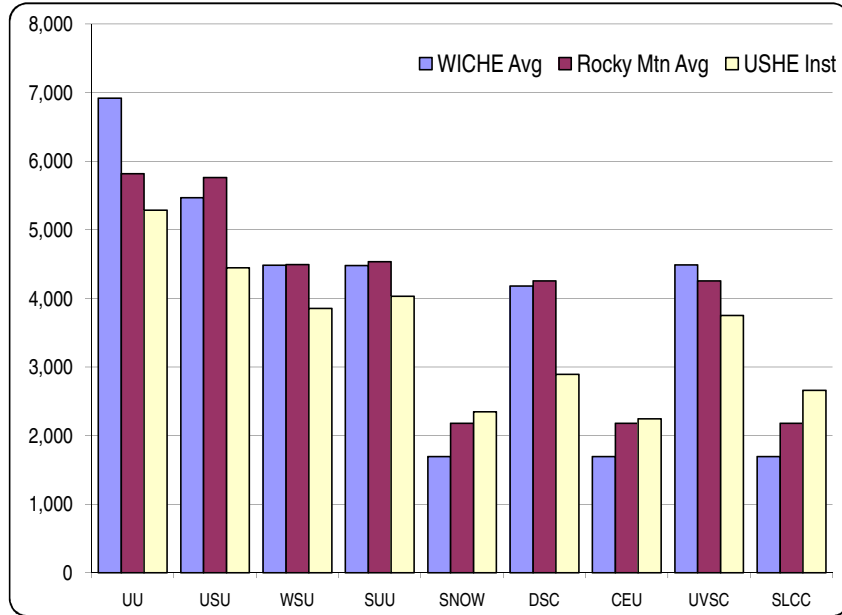


Figure 3. Nonresident Undergraduate Regional Tuition & Fee Comparisons, 2008-09

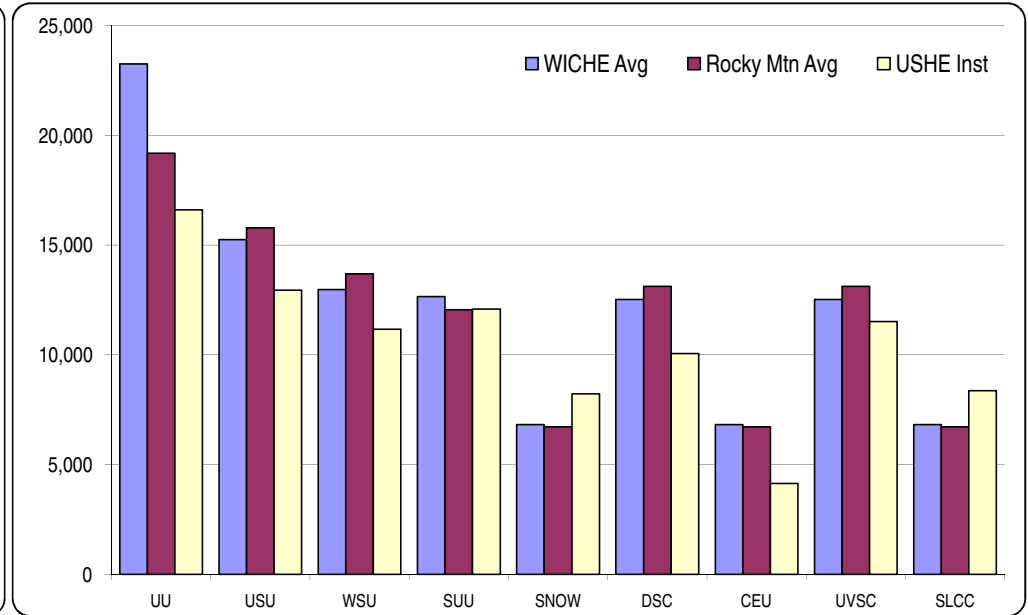


Figure 2. Resident Graduate Regional Tuition & Fee Comparisons, 2008-09

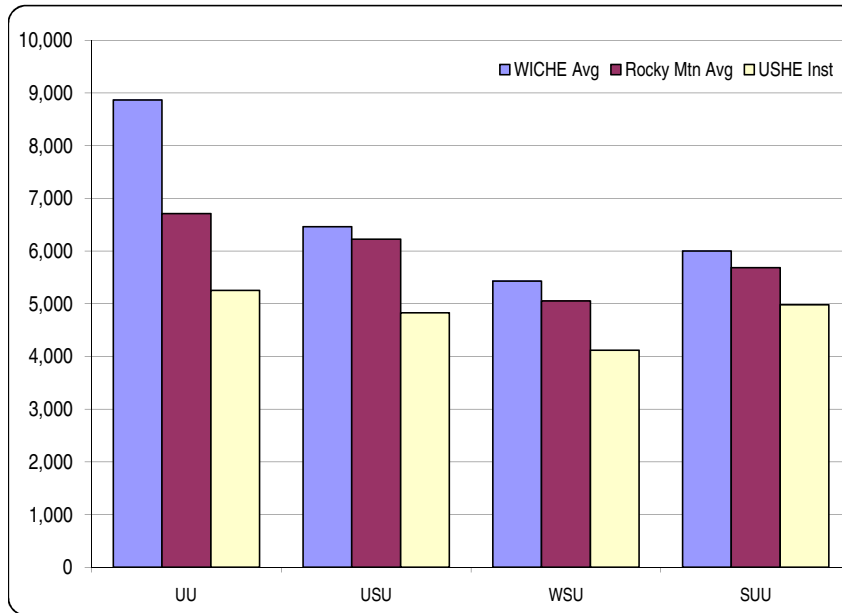
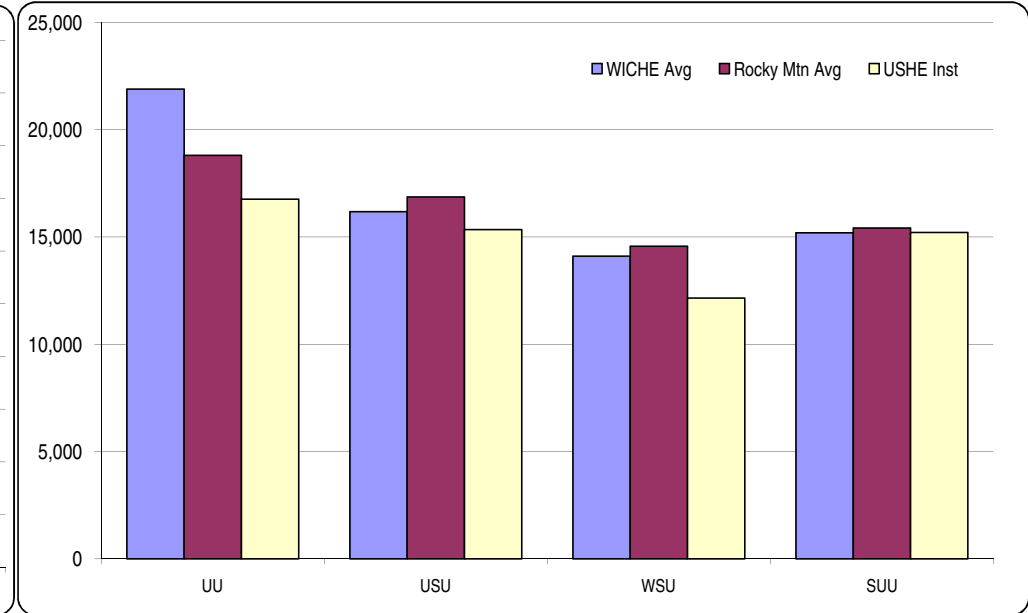


Figure 4. Nonresident Graduate Regional Tuition & Fee Comparisons, 2008-09



March 18, 2009

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

1. Minutes of the Regular Board Meeting held January 16, 2009, at the Salt Lake Community College Larry H. Miller Campus in Sandy, Utah
2. Minutes of the Special Board Meeting held March 6, 2009, at Utah Valley University in Orem, Utah

B. Grant Proposals

1. University of Utah – National Science Foundation; "Inquiry-based Research Project"; \$2,313,837. Ray H. Beckett, Principal Investigator.
2. University of Utah – National Science Foundation; "Advanced 3-D Neural Interfaces"; \$2,000,001. Eberhard Bamberg, Principal Investigator.
3. University of Utah – National Science Foundation; "Virtual Fetal Circulation"; \$1,980,900. V. John Mathews, Principal Investigator.
4. University of Utah – National Science Foundation; "Ecology Transmission"; \$1,371,760. Maria-Denise Dearing, Principal Investigator.
5. University of Utah – National Institutes of Health; "Discovery-based Studies"; \$1,113,600. Matthew S. Sigman, Principal Investigator.
6. University of Utah – University of North Carolina; "Basal-like Breast Cancer"; \$2,445,279. Philip S. Bernard, Principal Investigator.
7. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; "Transcriptional ETS"; \$1,881,250. Barbara J. Graves, Primary Investigator.

8. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Nuclear Pore Complex”; \$1,854,153. Katharine S. Ullman, Principal Investigator.
9. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; “Glial Progenitor Cells”; \$6,048,844. Linda L. Kelley, Principal Investigator.
10. University of Utah – National Institutes of Health; “CNV MOS”; \$2,145,713. Steven C. Hunt, Principal Investigator.
11. University of Utah – Aererocyte Inc; “Rapid Bedside Stem Cell CV DZ”; \$2,131,180. Amit N. Patel, Principal Investigator.
12. University of Utah – National Institutes of Health/National Cancer Institute; “Mouse Model of Medulloblastoma”; \$1,881,250. Daniel Webster Fults, Principal Investigator.
13. University of Utah – National Institutes of Health; “Translation in Platelets”; \$1,881,250. Andrew S. Weyrich, Principal Investigator.
14. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “Genetics of Lyme Arthritis”; \$1,881,250. Janis J. Weis, Principal Investigator.
15. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “Polymer Carrier for Ischemia”; \$1,881,250. David A Bull, Principal Investigator.
16. University of Utah – National Institutes of Health; “Myalgia and Fatigue Receptors”; \$1,132,895. Alan R. Light, Principal Investigator.
17. University of Utah – Southern California Edison; “CCPI Green River”; \$157,629,821. Brian James McPherson, Principal Investigator.
18. University of Utah – Research Partnership to Secure; “Shale Gas Eval Mancos Shale”; \$1,606,215. Lauren P. Birgenheier, Principal Investigator.
19. University of Utah – Boise State University; “National Geothermal Database”; \$1,120,000. Joseph N. Moore, Principal Investigator.
20. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “P450 Metabolism in Asthmatics”; \$2,922,654. Garold S. Yost, Principal Investigator.
21. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; “NINDS”; \$1,535,070. Diana G. Wilkins, Principal Investigator.
22. University of Utah – National Science Foundation; “Transcriptional Regulatory Net”; \$1,361,183. Gary N. Drews, Principal Investigator.

23. University of Utah – National Science Foundation; “Forecasting Climate Change”; \$1,167,565. David R. Bowling, Principal Investigator.
24. University of Utah – National Institutes of Health/National Cancer Institute; “Burt PPG”; \$13,191,237. Randall Walter Burt, Principal Investigator.
25. University of Utah – Northwestern University; “Regenerating Ablated Muscle”; \$2,845,309. Shannon J. Odelberg, Principal Investigator.
26. University of Utah – University of California; “COPD and Oxidative Stress”; \$2,595,000. Russell S. Richardson, Principal Investigator.
27. University of Utah – National Institutes of Health/National Institute of Diabetes; “Porphyrin Biosyntheses”; \$1,881,250. James P. Kushner, Principal Investigator.
28. University of Utah – National Institutes of Health; “Mitochondrial Proteomics”; \$1,881,250. Jared P. Rutter, Principal Investigator.
29. University of Utah – National Institutes of Health; “Harnessing P-13 Kinase-Mediated”; \$1,881,250. E. Dale Abel, Principal Investigator.
30. University of Utah – National Institutes of Health; “Neurotropic Enteroviruses”; \$1,693,125. Robert S. Fijinami, Principal Investigator.
31. University of Utah – Children’s Hospital Boston; “Modeling of Cardiac Defib”; \$1,907,201. Robert S. MacLeod, Principal Investigator.
32. University of Utah – National Institutes of Health; “Variable Modeling”; \$1,492,375. Ming Wen, Principal Investigator.
33. Utah State University – National Institutes of Health; “Ketone body metabolism in Helicobacter Pylori”; \$1,440,948. Scott Ensign, Principal Investigator.
34. Utah State University – National Science Foundation; “Ecology and Evolutionary Dynamics of Disease Transmission in Solitary Bees”; \$1,556,558. Dennis Welker, Principal Investigator.
35. Utah State University – National Science Foundation; “Color Doppler Image Sequence Analysis for Breast Cancer Diagnosis and Knowledge Discovery”; \$1,046,966. Heng-da Cheng, Principal Investigator.
36. Utah State University – U.S. Naval Research Laboratory; “Naval Research Laboratory Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 002”; \$14,998,544. Niel Holt, Principal Investigator.
37. Utah State University – U.S. Department of Education; “Comprehensive System of Personnel Development”; \$1,077,589. Julie Smart, Principal Investigator.

C. Grant Awards

1. University of Utah – National Institutes of Health/National Cancer Institute; “Telephone Linked Care”; \$1,118,143. B. Kathleen Mooney, Principal Investigator.
2. University of Utah – Chevron Energy Technology; “Structure of Kerogen”; \$1,100,000. Ronald J. Pugmire, Principal Investigator.
3. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “EAGR Trial”; \$1,194,394. Robert M. Silver, Principal Investigator.
4. Utah State University – U.S. Department of Defense Missile Defense Agency; “Multiple Kill Vehicle Independent Testing and Evaluation GFY 08-09”; \$1,471,000. Thomas Humphreys, Principal Investigator; Steve Brown, Co-Principal Investigator.
5. Utah State University – U.S. Naval Research Laboratory; “Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0001;” \$1,300,000. Niel Holt, Principal Investigator.
6. Utah State University – U.S. Naval Research Laboratory; “Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0001;” \$1,300,000

William A. Sederburg, Commissioner

WAS:jc
Attachment

STATE BOARD OF REGENTS MEETING
SALT LAKE COMMUNITY COLLEGE, LARRY H. MILLER CAMPUS
JANUARY 26, 2009

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STATE BOARD OF REGENTS MEETING
SALT LAKE COMMUNITY COLLEGE, LARRY H. MILLER CAMPUS
JANUARY 16, 2009

Minutes

Regents Present

Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Rosanita Cespedes
France A. Davis
Katharine B. Garff
Meghan Holbrook
David J. Jordan
Nolan E. Karras
Robert S. Marquardt
Basim Motiwala
Carol Murphy
Marlon O. Snow
Teresa Theurer
Joel D. Wright
John H. Zenger

Regents Excused

Greg W. Haws
Anthony W. Morgan

Office of the Commissioner

William A. Sederburg, Commissioner of Higher Education
Carrie Beckman, Policy and Special Projects Coordinator
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Joseph Curtin, Director of Institutional Research
David A. Feitz, Executive Director, UHEAA
Spencer Jenkins, Assistant Commissioner for Public Affairs
Melissa Miller Kincart, Assistant Director, State Scholars Initiative
Darren Marshall, Manager of Audit and Financial Services
Cameron K. Martin, Assistant Commissioner for Administration and Planning
Paul Morris, Assistant Commissioner for Budget and Planning
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Gregory Stauffer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President
David K. Pershing, Senior Vice President for Academic Affairs and Provost
Paul T. Brinkman, Associate Vice President for Budget and Planning
Sarah Crookston, Assistant to the Senior Vice President for Health Sciences

John G. Francis, Senior Associate Vice President for Academic Affairs
Stephen H. Hess, Chief Information Officer
Andrew Jensen, Student Body President
Laura Snow, Special Assistant to the President and Secretary of the University
Kim Wirthlin, Vice President for Government Relations

Utah State University

Stan L. Albrecht, President
David Cowley, Associate Vice President for Business and Finance
Michelle B. Larson, Assistant Provost

Weber State University

Norm Tarbox, Vice President of Administrative Services

Southern Utah University

Michael T. Benson, President
Dorian Page, Vice President for Finance and Facilities

Snow College

Scott L. Wyatt, President
Bradley A. Winn, Academic Vice President

Dixie State College

Mike King, Interim President
Donna Dillingham-Evans, Academic Vice President
Stanley J. Plewe, Vice President of College Services

College of Eastern Utah

Stephen D. Nadauld, Interim President

Utah Valley University

Elizabeth J. Hitch, Interim President
Jack R. Christianson, Executive Director, Center for Engaged Learning
Vincent T. Fordiani, Special Assistant to the President for Constituent Relations
Jacob Adams, Budget and Planning Department

Salt Lake Community College

Cynthia A. Bioteau, President
Mason Bishop, Vice President of Institutional Advancement
Dennis Klaus, Vice President of Business Services
Kimberly Henrie, Senior Budget Officer
Denece Huftalin, Vice President of Student Services
Joe Peterson, Vice President of Instruction
Andrew Nelson, Student Body President

Utah College of Applied Technology
Richard L. White, President

Representatives of the Media
Wendy Leonard, *Deseret News*

Other Guest s
Debbie White, AFT Utah

Following breakfast with the Salt Lake Community College Board of Trustees, the Regents convened at 9:15 a.m. for a strategic planning discussion. Chair Jed Pitcher called the meeting to order and welcomed everyone to the SLCC Larry H. Miller Campus. He announced the dates of the Board meetings had been changed in March (to March 26-27) and May (to May 29) and that the location of the October meeting had been changed to the Board of Regents Building. If a December meeting becomes necessary, it will be held at the University of Utah. He noted that the reimbursement rate for Regents' mileage had been adjusted, beginning January 1. Commissioner Sederburg introduced Debbie White, the American Federation of Teachers (AFT) representative in Utah, and welcomed her to the meeting.

Chair Pitcher congratulated President Young on the University of Utah's winning football season, culminating in a Sugar Bowl victory. President Young said he had formerly worked at Columbia University, whose football team had the longest losing streak in history, and at George Washington University, which had no football team. He quipped that he had discovered that the less he knows about something, the better they do. He stated he was pleased at the way this football team had created a community spirit and support, as evidenced by the parade in the team's honor later that day. In addition, the UofU Marching Band was invited to participate in the Presidential Inaugural Parade in Washington, D.C. Because of the recent budget cuts, there was no institutional funding for this expense, and University officials did not want to divert any of the money donated for scholarships. Once again, the community support was phenomenal, and the band was planning to march in the parade.

Oath of Office for Carol Murphy

Chair Pitcher introduced Carol Murphy, who was appointed to the State Board of Regents by the chairman of the State Board of Education to replace Janet Cannon. Chair Pitcher administered the Oath of Office to Regent Murphy and welcomed her to the State Board of Regents. She will serve on the Strategic Planning and Communications Committee. Regent Murphy said she was newly elected to the State Board of Education. She lives in Midway and represents northern Utah County and Wasatch County on that board. She was born and reared in Wisconsin and has lived in Utah for the past 30 years. She formerly served on the Park City Board of Education. Regent Murphy is an attorney with three grown children, all of whom completed their entire education in Utah.

Report of the Chair

Chair Pitcher thanked the Strategic Planning Committee for its outstanding work on the Regents' planning effort. He also commended the Commissioner's staff.

Chair Pitcher expressed his appreciation for Governor Huntsman's support of higher education. The Governor has requested three things of the Regents:

1. Identify powers/functions that can be delegated to the institutional boards of trustees. Some examples might be: more involvement in setting tuition, approval of institutional centers and institutes, approval of operating leases, or changes to institutional administrative structure.

2. Establish a long-term vision for the Board of Regents. Chair Pitcher explained this had started last fall with the Board meeting at Utah Valley University. The agenda for this meeting was focused on that goal. The planning committee's goal is to focus the Regents' attention on strategic issues with state- or system-wide impact.

3. Work with Governor Huntsman to meet the workforce needs of the future (in collaboration with K-12 and Workforce Services). The Governor's Task Force on the 21st Century Workforce met several times to identify shared initiatives on which all groups could focus. In addition, the executive committees of the State Board of Education and the State Board of Regents met jointly with the Governor on January 12 to discuss higher education and K-12 priorities, the K-16 Alliance, and the Governor's SMART sessions. It was agreed that the non-voting members of both boards would report on issues their respective boards are facing. The group also agreed to meet together twice a year.

Chair Pitcher said these were very challenging times for higher education in Utah. The budget reductions will significantly set the state back several years unless we commit to plan for the future. The Regents' task is to look beyond the immediate challenges and to position higher education for the future.

Commissioner Sederburg introduced Dr. Dennis Jones, President of the National Center for Higher Education Management Systems (NCHEMS). Dr. Jones was invited to speak about state higher education policy, an area in which he is well known for his expertise.

Dr. Jones reported his presentation was a follow-up to the discussion of the Utah Business Roundtable in December. Following that meeting, Regent Morgan spoke with Dr. Jones about the Board's efforts in strategic planning. The purpose of the immediate discussion was to facilitate a conversation with the Regents and Presidents regarding the strategic initiatives on which the USHE needs to focus over the next few years. Dr. Jones said boards used to be mainly coordinating boards whose purpose was to build good institutions. The focus has shifted to how to use those institutions to accomplish state priorities. The major function has also shifted to serving the state broadly while meeting the needs of the institutions' regional areas.

Dr. Jones reviewed the elements of the state policy environment:

- 1) It should be a public agenda, with a clear statement of goals and priorities.

2) It should be a financing and resource allocation policy. It is understood that the goal of most institutions is to get more students to graduate, but what we fund is increasing enrollments. Goals are an important part of the conversation.

3) A state policy should contain accountability measures. Dr. Jones reflected that we measure what we value, and we should value what we measure. What are the Board's contributions to the State of Utah? How do the Regents and institutions serve the enterprise? Dr. Jones encouraged an annual report of higher education in Utah to the citizens of the state.

4) The policy should contain rules, regulations and procedures. What is the role of the Board?

5) Governance structure and policy leadership is another key element of a state policy. Changing governance is not necessarily the solution; it should be only a last resort. Utah's higher education system is not broken.

Dr. Jones touched on other subjects. He asked the Regents and Presidents to ponder this question: What is lacking in this state, and how can higher education make a contribution? He advised, "If you cannot influence resource allocation, don't bother with strategic planning, because you cannot implement it. The real tool for implementation is directing some resources to priorities."

He advised the Regents and Presidents to pick two or three issues as its priorities for the immediate future, with others targeted for later discussion. He identified some possible issues as the Board's immediate priorities and expounded on each:

1. Maintaining a globally competitive workforce
2. Serving a more diverse population
3. Creating a sufficient number of high-wage jobs to effectively utilize the skills of the population
4. Ensuring the success of all regions of Utah

In determining its top priorities, the Board should ask: Do we have the planning and leadership in place to solve these problems? Do we have the financial resources? Do we have the correct regulatory requirements to achieve these goals with efficiency? Do we still need all of our current policies and practices? What can legitimately go away, and what must stay in place to further the role and responsibilities of the Regents? Are accountability measures in place? Dr. Jones recommended that accountability measures be defined at the same time as policies are established and issues prioritized. Accountability measures should include more than just numbers. He pointed out that if a funding mechanism is not attached to a strategic system plan, the budget becomes the plan. The funding plan should have a systemic view. Dr. Jones also advised the Regents to be pro-active in making changes the institutions have been unwilling to make. Set aside incentive money so that institutions will want to follow the plan. Institutional collaboration is also necessary for the system to be successful.

Dr. Jones identified the following common challenges for higher education institutions throughout the country:

1. **Preparation** – How do we develop a higher education connection with K-12 preparation?
2. **Access** – How do we ensure access with the dimensions of ethnicity and geography?
3. **Completion** – How do we ensure that our students are successful and complete their education?
4. **Workforce Preparation** – Do students complete their education in fields where the state has priorities? Is our system of higher education responsive to the workforce needs of the state?
5. **Economic Development** – Is higher education responsive to the economic development needs of the state? What is the strategy? (The strategy will vary by institution) Dr. Jones pointed out that higher education cannot do this alone.
6. **Leveraging Assets** – How do we leverage all of the assets of the system of institutions to serve all of the state of Utah? How do we deal with every community wanting a science organization with the accompanying research function without having the funding to support it? How does the system respond to every community wanting a medical program in their areas?

Dr. Jones encouraged the Regents to choose two or three of these issues (or others) on which to focus in the short term. Commissioner Sederburg thanked Dr. Jones for his presentation.

Following a brief break, Regent Zenger explained that the purpose of the next hour would be to arrive at two or three issues which will be the Regents' top priority for the immediate future. He invited the Regents and Presidents to ask questions of Dr. Jones. President Benson requested that Dr. Jones' PowerPoint presentation be posted to the Regents' web site so it could be distributed to the institutional faculty and staff.

Following an extensive discussion and input from all of the Regents and Presidents, the following list of strategic directions was recommended for further action in developing a plan for the future of higher education in Utah:

Global Competitiveness and Economic Development

1. Participation and access
 - Minority populations
 - Workforce preparation (STEM, USTAR, etc.)
 - Student success and completion
 - Marketing of higher education
2. Statewide system network of institutions
 - Leverage assets
 - Function as a system
 - Partnerships with business and industry and government
3. K-16 Alliance
4. Quality of institutions

Regent Zenger suggested that the committees discuss these priorities, how each issue relates to that respective committee, and how the committee can add value to the system and to the state.

Report of the Commissioner

Commissioner Sederburg commended the group for an excellent conversation and worthwhile discussion.

Utah Business Roundtable. Commissioner Sederburg remarked that an excellent roundtable discussion had taken place on December 1. The meeting was convened by Governor Huntsman. The Commissioner asked Vice President Tarbox to thank President Millner for her role in the roundtable and for its success.

Legislative Efforts. The Commissioner expressed his appreciation to the Higher Education Appropriations Subcommittee, who did their best to protect higher education from deeper budget cuts and who advocated implementation flexibility. Higher education is an investment in the state's economy, not an expense.

Economic Benefit. There is a direct correlation between a person's level of education attainment and per-capita income. NCHEMS has ranked Utah as the most efficient state in graduates or certificates per dollar spent.

Budget Cuts. The Commissioner noted that the colleges and universities had experienced jumps in enrollment this year, while appropriations are being cut. The presidents agreed on the following approach: 1) Protect students. 2) Protect program quality. 3) Meet the economic needs of the state. 4) Be constructive participants in helping state policy makers meet fiscal challenges. 5) Be transparent in how cuts are made. He reported that all institutions were responding to the 4% cut in FY 2009 by reducing current expenses, reducing carry-forward balances, and implementing hiring freezes or eliminating vacant positions. For FY 2009-2010, a 19% cut is anticipated, which will be made by postponing capital projects, making permanent staff and salary reductions or early retirements, reducing operational costs and/or services on campus, and restructuring or reducing course offerings and/or programs. As the Commissioner reviewed actions the institutions were taking to deal with the budget cuts, each president was invited to comment.

Commissioner Sederburg reviewed the actions taken in the Commissioner's Office and commended the presidents for doing an admirable job of coping with the budget cuts. They recognize that cutting programs affects access negatively.

Dr. Jones said the states are looking systematically at reducing demand on the system by each student. For example, do we need to demand 120 credits to graduate? In addition, states are finding ways to include Advanced Placement (AP) and concurrent enrollment courses and ensuring incentives for students to complete their education more quickly. He asked: How do we do business differently? How do we change some of the fundamental operations of the system? Do we want to require a certain number of credits be taken online instead of in the classroom?

Chair Pitcher thanked Dr. Jones for meeting with the Regents and for his excellent, thought-provoking presentation.

State of Salt Lake Community College

President Bioteau gave a PowerPoint presentation focusing on the achievements of SLCC. She reported that the institutions are looking strategically to the future in addition to dealing with the current economic situation. The college retained Jill Jones of AJC Architects to help college personnel look at who they are and what they should be and to look into the future of SLCC. She referred to the Comprehensive Facilities Master Plan brochure (Tab I). The planning group looked at each of the campuses and centers. They found out where the students were coming from to attend each campus. They also researched transportation, enrollment growth, the need for future jobs, and population projections. The result was the Development Recommendations on page 10 of the Master Plan. Recommendations included greater use of facilities, replacement of older buildings, replacement of all buildings on the Meadowbrook Campus, and developing a new, bigger site in Sandy. President Bioteau thanked Ms. Jones and commended her company for its valuable work and availability.

Regent Motiwala moved that the Regents meet in closed session during lunch to discuss personnel issues. Regent Zenger seconded the motion, which was adopted unanimously.

Following lunch and meetings of the Board committees, the Regents reconvened in Committee of Whole.

Reports of Board Committees

Academic, ATE and Student Success ("Programs") Committee (Regent Katharine B. Garff, Chair)

University of Utah – Master of Science in Information Systems (Tab C). Chair Garff reported the proposed program will integrate learning of information technology and management. It is oriented toward real-world situations. Students will gain knowledge in advanced subjects as well as advanced IT security topics. The proposed program will allow students to take more comprehensive and focused IS courses than any existing undergraduate or graduate program at any of the USHE institutions. **Chair Garff moved approval of the University's MSIS program. Regent Motiwala seconded the motion, which was adopted unanimously.**

Utah Valley University – Master of Science in Nursing Degree (Tab D). Chair Garff recalled that when UVSC requested a change to university status, three possible master's degree programs were discussed. This is the second of those programs. There is strong community support as well as support from other USHE institutions. The MSN degree will prepare post-baccalaureate nurses for careers as nurse educators. This is especially timely because of the current nursing shortage in clinical nurse educator roles as well as in academic settings. **Chair Garff moved approval of UVU's MSN program. Regent Snow seconded the motion, which carried unanimously.**

Consent Calendar, Programs Committee (Tab D). **On motion by Chair Garff and second by Regent Cespedes, the following fast-track items were approved on the Programs Committee's Consent Calendar:**

- Salt Lake Community College – Certificates of Completion:
1. Commercial Fixed-wing Aviation Flight Technology

2. Commercial Rotor-wing Aviation Flight Technology
3. Non-commercial Fixed-wing Aviation Flight Technology
4. Non-commercial Rotor-wing Aviation Flight Technology
5. Biomanufacturing

Academic Disciplines: Faculty Majors' Meetings Report (Tab F). Chair Garff said the Majors' Meetings report reflected the comprehensive efforts of the system in bringing together faculty to discuss issues of transfer and articulation. She commended Assistant Commissioner Safman for her work with the majors' meetings. Dr. Safman reported that majors' meetings are held every year in accordance with Regents' Policy R470; this was the 10th annual meeting. This year the agenda included learning outcomes. The work done in the majors' meetings is continued in the annual "What is an Educated Persons?" conference.

The Lumina Foundation funded \$150,000 to implement the Bologna Process into the higher education curriculum. Dr. Safman introduced Dr. Clifford Adelman, senior associate with the Institute of Higher Education Policy in Washington, D.C. and former senior research analyst for the U.S. Department of Education. Dr. Adelman reported that Utah is far ahead of the rest of the country in the area of learning and reflecting on "tuning" in the disciplines and in the "Bologna Process," which is based on discipline-specific knowledge. He presented a PowerPoint presentation to briefly explain the process. He noted that Utah is one of four state higher education systems to participate in the project, sponsored by the Lumina Foundation. The project involves 4000 higher education institutions throughout the world (16 million students in 46 countries). Dr. Adelman predicted that in 15 years this would be the dominant global paradigm for higher education. Chair Garff thanked Dr. Safman and Dr. Adelman.

Information Calendar, Programs Calendar (Tab G). Chair Garff urged the Regents to read the Information Calendar to see what was taking place on the various campuses. The report included program reviews of Weber State University's Departments of Botany, Chemistry, Geoscience, Mathematics, Microbiology, Physics, and Zoology and Dixie State College's Emergency Medical Services Program and Graphics Communications Department. The report was included for information only; no action was required.

Chair Garff reported that because of time constraints, her committee had postponed its discussion of the strategic planning issues identified earlier.

Finance, Facilities and Accountability Committee (Regent Jerry C. Atkin, Chair)

University of Utah – Universe Project Vendor Approval (Tab H). Chair Atkin reported this item had been pulled from the agenda at the University's request. He explained that a private vendor will do a private development on the University campus in exchange for some university use and an expansion of the current parking lot adjacent to Rice Eccles Stadium.

Salt Lake Community College – Campus Master Plan (Tab I). Chair Atkin referred to the brochure distributed during President Bioteau's report. He referred to the Development Recommendations included in the brochure and said the college is projecting a 20-year annual enrollment growth rate of 2.7 percent, which will require an additional 462,000 gross square feet of additional campus space. The comprehensive master

plan included the development of new sites as well as new facilities on existing campuses and centers. **Chair Atkin moved approval of SLCC's Campus Master Plan. The motion was seconded by Regent Holbrook and adopted unanimously.**

Utah State University – Approval to Seek Legislative Bonding Authority (New agenda item). Chair Atkin referred to agenda item I-2 in the Regents' folders. Legislative bonding authority is requested for a building in the Uintah Basin. Total cost of the project is estimated to be \$23 million, of which \$15 million has been donated. Special Services will pay the remainder and guarantee payment of the \$3.8 million bond. **Chair Atkin moved approval of USU's request to seek bonding authority from the Legislature. Regent Snow seconded the motion, which carried unanimously.**

USHE – Update on Institutional Audit Reports to the Regents' Audit Committee (Tab J). Chair Atkin referred to the report which was provided for information only; no action was required.

USHE – Report of Auxiliary Funds (Tab K). This annual report is required by Regents' Policy R550. No anomalies were apparent in reviewing the institutional reports. No action was required.

USHE – Annual Report of Institutional and System Bonded Indebtedness (Tab L). Chair Atkin said this report had been requested by the Board and was provided for information only.

USHE – Information Technology (IT) Services Update and Funding Cuts (Tab M). The report outlined the pressing IT needs of higher education, proposed actions to meet that need, and the effect of the budget cuts on IT.

UHEAA – Information Update (Tab N). Chair Atkin referred to the written report provided in the agenda. He expressed the Board's appreciation to Dave Feitz, Executive Director of UHEAA, and his staff for their excellent work in dealing with the challenging economic conditions.

Federal Stimulus Package and Infrastructure List (Tab O). Commissioner Sederburg said this information had been provided to keep the Regents informed about the infrastructure projects that had been submitted to the Governor's Office for funding.

Chair Atkin said the Planning Committee had discussed the various strategic issues identified earlier. The discussion produced some strong possible actions.

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

USHE – Legislative Priorities for 2009 (Tab P). Associate Commissioner Buhler circulated a list of legislative meeting dates and asked the Regents to indicate the meetings they could attend. He referred to Attachment A, Statement on the Future of the College of Applied Technology. The second page of the report listed the five provisions that must be included for the Regents to support the proposed bill (HB 15). Attachment B listed legislative priorities in context of the current budget situation. **Chair Holbrook moved approval of the Commissioner's recommendations, including approval of the Statement on the Future of UCAT; authorization for the Commissioner, in consultation with the presidents, to monitor legislation; and**

weekly reports on items of interest to higher education throughout the 2009 Legislative Session. Regent Marquardt seconded the motion, which carried unanimously.

The Economic Impact of Bonding for Capital Facilities in Utah (Tab Q). Chair Holbrook introduced Dr. James Wood, Director of the Bureau of Economic and Business Research at the University of Utah. Dr. Wood said it appears likely that Utah will have its worse recession in 50 years, with an estimated 1 percent loss in jobs in 2010. The construction industry has been hit especially hard. Taxable retail sales are declining at a rapid pace. Because of low interest rates, this would be a good time for the state to take advantage of its AAA rating and bond for higher education facilities. Vice Chair Beesley asked how this compared with roads. Dr. Wood said the ratio of jobs per dollar in facilities construction is 1:115. For road construction the ratio is 1:120. For home construction, it is 1:65. Chair Holbrook thanked Dr. Wood for his presentation.

Report on USHE Legislative Advocacy (Tab R). Regent Marquardt reported that a meeting would be held in the near future with trustees and business leaders. Associate Commissioner Buhler called attention to the handout showing important dates during the Legislative Session. He referred to the Salt Lake Chamber legislative priorities, which were detailed in the Regents' folders.

Chair Holbrook reported the committee had discussed the strategic directions. Associate Commissioner Buhler noted the committee had added a fifth priority – access and enrollment growth.

General Consent Calendar

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

- A. Minutes – Minutes of the Regular Board Meeting held December 5, 2008, at the University of Utah in Salt Lake City, Utah
- B. Grant Proposals – On file in the Commissioner's Office

Report Of the Chair

Chair Pitcher reminded the Regents that the next Board meeting would be at Dixie State College on March 26-27. The meeting on Thursday will last for a full day and will focus on strategic planning and other issues. There will be a business dinner Thursday evening for Regents and Presidents at Entrada, hosted by Vice Chair Beesley. The regular Board meeting will be held on Friday with an anticipated adjournment at approximately 1:00 p.m.

Chair Pitcher thanked President Bioteau and her staff for their hospitality and for making last-minute adjustments to the schedule.

Adjournment

Regent Zenger moved that the meeting be adjourned. The motion was seconded and adopted unanimously. The meeting adjourned at 3:56 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

SPECIAL MEETING OF THE STATE BOARD OF REGENTS
UTAH VALLEY UNIVERSITY
MARCH 6, 2009

Minutes

Regents Present

Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Rosanita Cespedes
France A. Davis
Katharine B. Garff
Meghan Holbrook
David J. Jordan
Nolan E. Karras
Basim Motiwala
Marlon O. Snow
Teresa Theurer
John H. Zenger

Regents Excused

Greg W. Haws
Robert S. Marquardt
Carol Murphy

Office of the Commissioner

William A. Sederburg, Commissioner of Higher Education
Joyce Cottrell, Executive Secretary
Peggy Huffaker, Administrative Assistant
Spencer Jenkins, Assistant Commissioner for Public Affairs
Cameron K. Martin, Assistant Commissioner for Administration and Planning

Chair Jed Pitcher called the meeting to order at 7:30 a.m. and thanked the Regents for their participation in this very special meeting. He excused Regents Greg Haws and Carol Murphy, who were at a State Board of Education meeting, and Regent Bob Marquardt.

Regent Basim Motiwala moved that the Board move into closed session to interview candidates for the presidency of Utah Valley University. The motion was seconded and adopted.

Following those interviews and deliberations, the Board reconvened in open session in the Centre Stage at 2:30 p.m. Regent Meghan Holbrook had been present during the interviews but had to leave before the Board reconvened. Many members of the UVU faculty, staff, student body and community were in attendance.

Chair Pitcher introduced Regents Jack Zenger and Marlon Snow, co-chairs of the UVU Presidential Search Committee, Commissioner Sederburg, and Interim President Elizabeth Hitch.

Regent Zenger asked members of the Presidential Search Committee to stand and be recognized. He thanked them for their many hours of diligent work in conducting the business of the search. Regent Zenger briefly explained the search process. The position was advertised through print media, letters, and personal

phone calls to solicit candidates. The committee carefully reviewed all candidate resumes and credentials and selected 10 individuals to be interviewed. From that group, five were selected as finalists. Since that time, two of those candidates withdrew their names from the search process. The Board spent the day interviewing three individuals, whose names were made public earlier in the week: Dr. Kim Cameron, Dr. Jack Christianson, and Dr. Matthew Holland. This has been a time-proven process and the committee feels good about the integrity of the search process and of the outcome.

Regent Zenger moved the appointment of Dr. Matthew S. Holland as the new President of Utah Valley University. Regent Snow seconded the motion, which was adopted unanimously. Commissioner Sederburg escorted Dr. and Mrs. Holland into the room to a warm standing ovation.

Commissioner Sederburg welcomed Dr. and Mrs. Holland to the Utah Valley University community. He assured members of the community that the goal of the search had been to find an individual who could move the school to a new level. Dr. Holland will bring vibrancy and dynamic growth to this institution. He officially welcomed Dr. Holland as President of Utah Valley University.

President Hitch welcomed Dr. Holland and his wife, Paige, on behalf of the institution. She assured Dr. Holland that the entire UVU family would enjoy and support him. President Hitch expressed her appreciation for the support of her academic team, the Board of Trustees, faculty, staff and students at Utah Valley University. UVU will be happy to have Dr. Holland as its next president.

Commissioner Sederburg formally introduced Dr. Holland and reviewed his credentials. Dr. Holland said it was a great honor to be selected President of Utah Valley University. He thanked the Regents for the honor of receiving this appointment. It was an honor to be considered, along with Dr. Kim Cameron and Dr. Jack Christianson. He wished them both the best. Dr. Holland said UVU was at a thrilling moment in its history. Its recent successful achievement of university status was remarkable. It is now time to make this a reality. Utah Valley University is vital to the community and state, a place Dr. Holland said he "loved with all his heart." He was impressed with the quality of the individuals at this institution, with the community, and with the collegial atmosphere. He expressed his gratitude for the support of his wife. Dr. and Mrs. Holland have four small children. He pledged to give all of his energy and initiative to this important position.

Mrs. Holland said she was very excited to have the opportunity to be at Utah Valley University. She assured the Regents they had made an excellent choice.

Commissioner Sederburg thanked the search committee and everyone involved in the search process. He said the Regents had selected the candidate with the energy and vision to propel this institution to bigger and better things. He urged everyone to support President Holland.

President Hitch presented a gift basket of UVU memorabilia to Dr. and Mrs. Holland.

Chair Pitcher again thanked the Regents for their participation. He introduced Janette Beckham-Hales, chair of the UVU Board of Trustees, and thanked her for her participation on the search committee and for her excellent work as chair of the UVU Board of Trustees.

The meeting adjourned at 2:48 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved